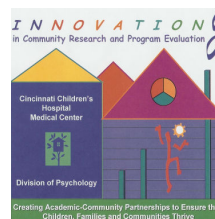


# Hamilton County Family and Children First Council

## Children First Program

### *Summary of Programs and Outcomes*

**2007-2008 Academic Year**





# HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

## ***Children First Program*** *Summary of Programs and Outcomes 2007-2008*

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### ***Executive Summary***

#### ***I. Description of FCFC and the Children First Program***

The Hamilton County Family and Children First Council (FCFC) promotes collaboration and coordination of services among its more than 70 agency members with whom it contracts to deliver services. The Council currently funds and sponsors prevention, intervention and education programs, including the Children First Program (CFP), and is responsible for ensuring that providers meet local, state and federal requirements. Providers are selected on the basis of their ability to provide cost-effective quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes and their ability to be creative and responsive in designing services. Children First Programs (CFP) support “full service” schools that promote school achievement, positive youth development and family involvement. Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator who is housed at each school site. Programs are aimed at addressing one or more of the following Children First Program Priorities:

- Priority 1: To decrease rates of truancy, suspension, and expulsion
- Priority 2: To decrease rates of drop out
- Priority 3: To decrease rates of abuse and neglect
- Priority 4: To increase school connectedness

#### ***II. Collaboration with Districts, Schools & Agencies***

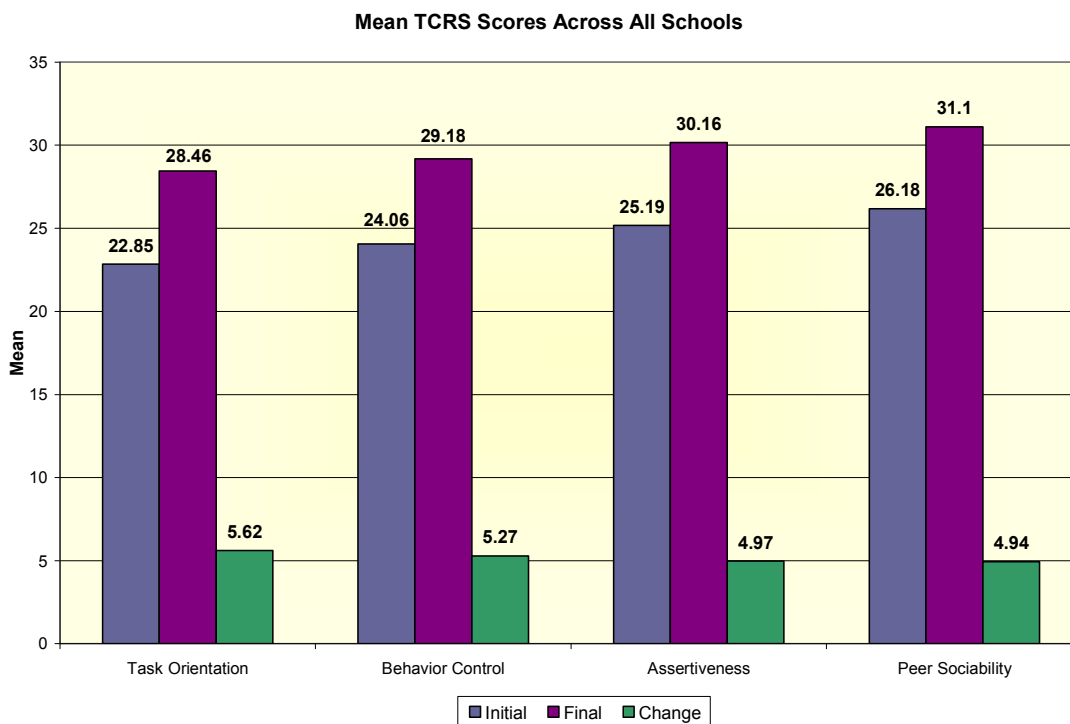
The hallmark feature of the FCFC Children First Program is that there is broad collaboration and coordination across a number of agencies, each offering unique services and expertise in ten schools across three school districts (Cincinnati Public, Norwood, and Mt. Healthy). FCFC Children First Program agency partners include Cancer Family Care, Center for Peace Education, Family Service, Hamilton County Educational Service Center, Jewish Family Service, Live it Like You Mean It, Nutrition Council, Positive Approach, Inc., PregnancyCare of Cincinnati, Sarah Center, Talbert House, The Children’s Home of Cincinnati, Time II Advocate for Children & Families, Thomas Educational Services, and the YWCA. Children First Programs target schools with high rates of students with disabilities and students receiving free and reduced lunch (eligibility is determined by a family income that is 150% of poverty or lower). Each provider agency tracks the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities. The total number of student contacts (service utilization/duplicated) across all schools in school year 2007-2008 was over 1,800 unduplicated participant contacts being made each month on average. These totals do not include students or parents who attended school assemblies, fairs, and other school-wide or grade-wide activities.

### III. Program/Data Highlights in Brief

Program-specific outcomes are summarized in the full report; however, two measures were administered across all schools and programs, the Teacher-Child Rating Survey and the Teacher Feedback Survey. The results for these measures are summarized below.

#### Teacher-Child Rating Survey (TCRS)

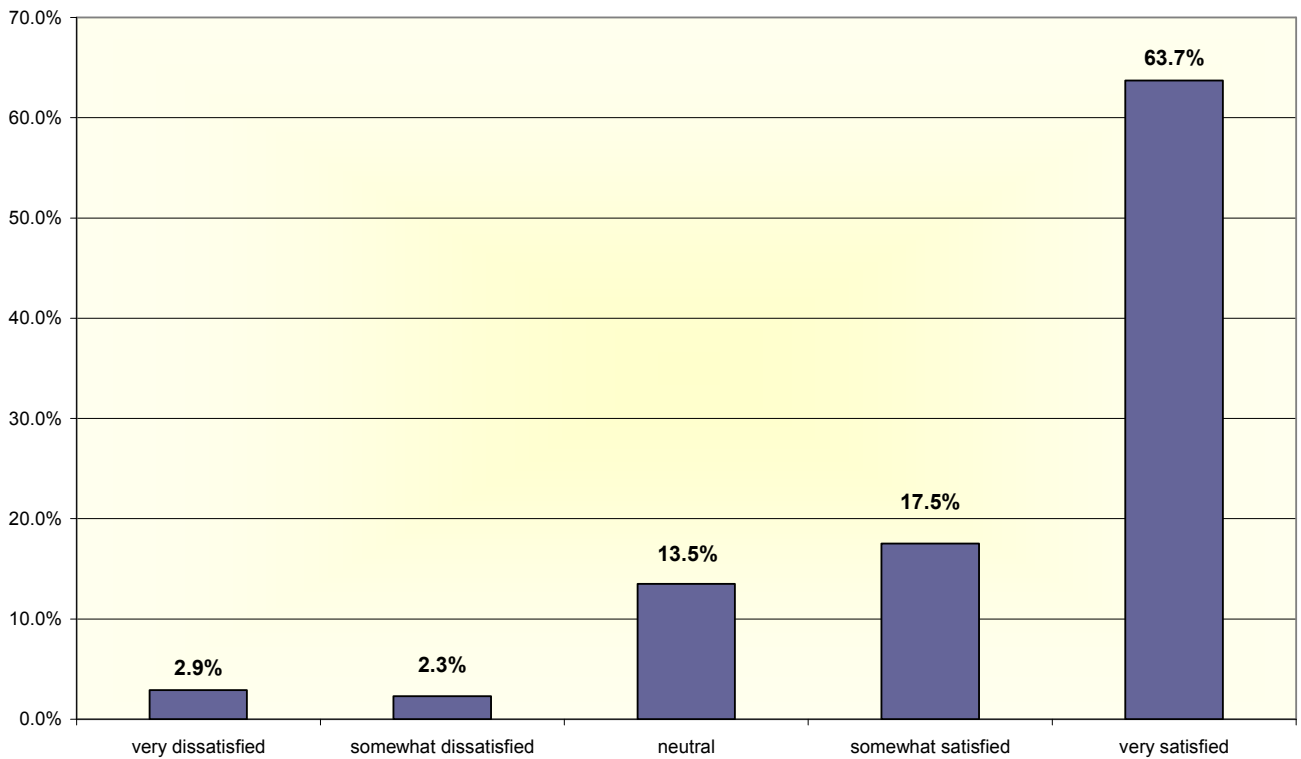
The Teacher-Child Rating Scale, a nationally validated instrument that assesses student social and behavioral functioning, was completed by teachers on over 370 students attending Children First Programs across eight of the CFP schools. Teachers were asked to complete the surveys as they relate to the behaviors of their students prior to the implementation of intervention services (pre) and upon completion of the interventions (post). The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning that are likely to affect a child's behavior and ability to learn in the classroom. The TCRS is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. Across all CFP schools, pre/post changes were positive and statistically significant across all areas: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability (all of which showed significant positive changes at  $p < .001$ ). These trends are notable and the table below summarizes TCRS results across the eight schools that completed the scale:



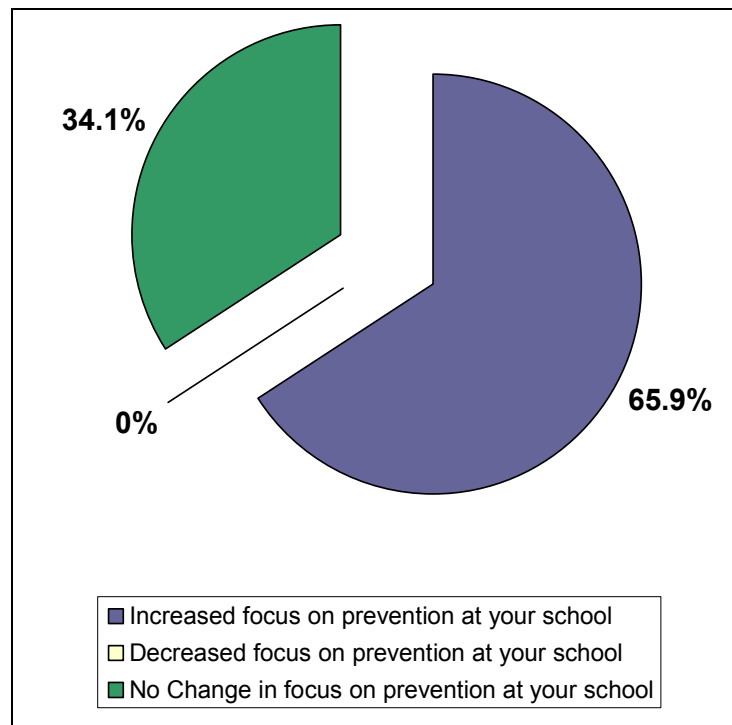
#### Teacher Survey Results

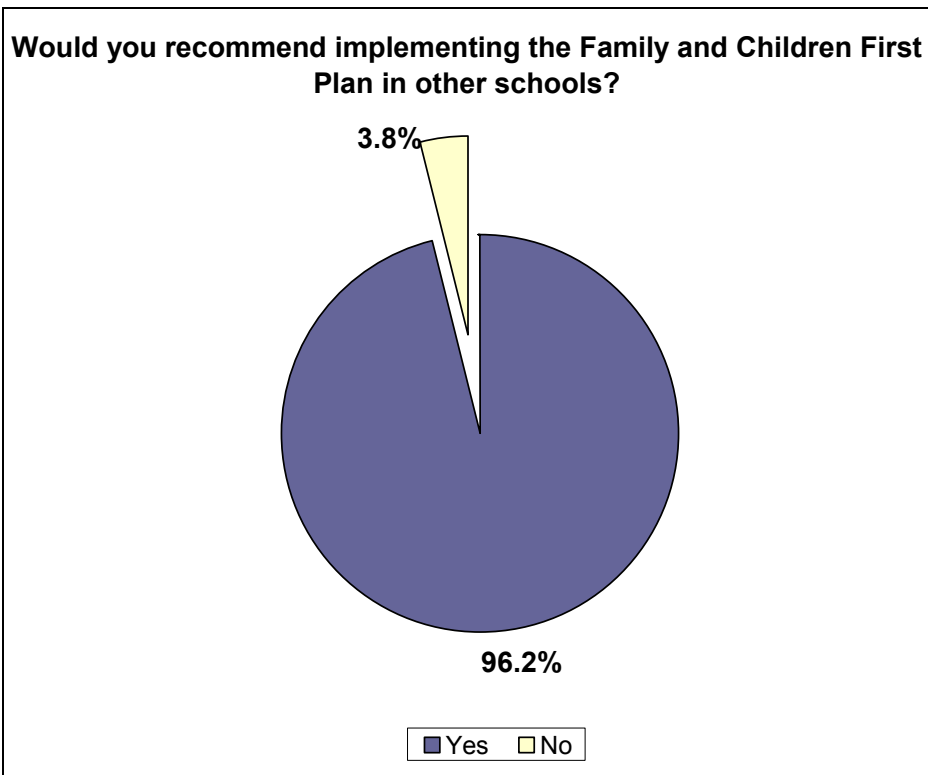
Teachers in all CFP schools were asked to complete a teacher survey on which they were asked to rate their level of satisfaction with a variety of facets of the CFP. A 5-point Likert Scale that ranged from "Very Satisfied" to "Very Dissatisfied" or "Strongly Agree" to "Strongly Disagree" was utilized. Several questions also required a "Yes" or "No" response.

**Overall, how satisfied are you with the Family and Children First Plan?**



**Some people have suggested that more focus should be placed on prevention. Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?**





#### ***IV. Summary of Provider Outcomes***

Each agency submitted program proposals prior to the 2007-2008 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. Final reports included actual outcomes and the number of students served. Providers also measured their own set of program outcomes related to their program foci and goals. All required program results can be found in the full report, summarized by agency.

In addition to reporting monthly service contacts, partnering agencies are required to submit detailed proposals at the beginning of the school year that include the program name, description, Children First Plan priorities to be addressed, proposed outcomes and measures, and the number of children projected to be served. At the end of the year, agencies submit a report that includes the information provided in the proposal as well as actual outcomes and the number of students served. A requirement for funding is that Children First Programs implement at least one program model or best practice (based on criteria from *What Works in Prevention* and *Prevention that Works*; described in the full report) in their work with children and families. Program information is summarized in detail and by Children First Program priorities in the full report.

#### ***Summary***

The full report provides more detailed program summaries, including links to Children First Program Priorities, numbers served, participant demographics, proposed and actual outcomes, and use of evidenced-based practices. Student and program data, including teacher and principal feedback are also summarized. A summary of impact across programs and recommendations for continued refinement is provided, as is a list of reference and resources related to Children First Program's four priority aims.

**Summary Statement:** Hamilton County Family and Children First Council, the Children First Program, and its agency partners are advancing child and adolescent positive development by coordinating programs and services aimed at improving behavioral outcomes, decreasing the abuse and neglect, increasing school connection and bonding and reducing drop out rates. Priorities for 2008-2009 include increasing parent engagement, improving resource alignment with the needs of students and parents, and coordinating with districts to better understand student risk and resiliency factors over time. Expanding program foci in needed areas and continued funding are essential to optimizing students' positive academic and social-emotional development through FCFC programs.

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TCRS and Teacher Survey Data were collected and analyzed using independent evaluation resources. This report was compiled by **INNOVATIONS** in Community Research and Evaluation of Cincinnati Children's Hospital Medical Center using data submitted by Hamilton County Family and Children First Council. Any questions regarding this reported may be directed to [Patty.Eber@hamilton-co.org](mailto:Patty.Eber@hamilton-co.org)

**HAMILTON COUNTY  
FAMILY AND CHILDREN FIRST COUNCIL**

***Children First Program***

***Summary of Programs and Outcomes 2007-2008***

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## **HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL**

### ***Children First Program***

#### ***Summary of Programs and Outcomes 2007-2008***

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### ***Comprehensive Report***

#### ***I. Hamilton County Family and Children First Council: Mission and Goals***

The Hamilton County Family and Children First Council (FCFC) promotes collaboration and coordination of services among its more than 70 agency members and is responsible for ensuring that providers meet local, state and federal requirements. The Hamilton County Family and Children First Council is currently made up of about 70 organizations that serve children and families. The FCFC administers a variety of programs, but does not provide direct services; however, the Council contracts with over 20 agencies at any given time for the provision of services. A major part of the Council's responsibilities is to select appropriate providers and to monitor and audit the providers to assure that they meet local, state and federal requirements. The Council currently funds and sponsors a host of prevention, intervention, service coordination, health care and education programs. The Children First Program (CFP) is one of the Council's major initiatives. By recruiting expert providers to deliver effective, efficient services in a school-based setting and by coordinating those services so they will achieve maximum effectiveness, the Children First Program embodies the Council's mission to streamline and coordinate services for children and families.

The Children First Program, developed as a pilot project in 1996 by the Council, coordinates and contracts for multiple school-based services in selected school sites to provide "full service" schools. The program focus of the Children's First Program is to provide prevention services, intervention, youth development and parent-focused programs within the school setting and to positively impact the school culture so that it will be more focused on prevention. Because of the documented success of this program, additional program sites were added in September 2000. The Children First Program currently operates in 10 schools in three Hamilton County school districts. The Council employs seven full time Coordinators who are housed in the schools to oversee and coordinate these extensive school-based programs. The main feature that sets the CFP apart from other school-based programs is the fact that FCFC contracts with the providers in the school, thus giving FCFC the ability to monitor and orchestrate the package of services and the providers of services for each school. The Council contracts with approximately 20 different agencies to provide services in the CFP schools.

#### ***II. Children First Program***

##### ***A. Overview of Programs and Services***

The Family and Children First Council's Children First Program (CFP) provides "full service" schools that promote school achievement, positive youth development and family involvement. Programs range from long term, intense, individually oriented interventions such as mental health and substance abuse treatment, school nursing services and groups for grieving children to broad based events such as after school programs, recreational activities, family fun fairs, and parent engagement activities which enhance student and family connections with the



school. A primary objective of the CFP is to change the school culture by increasing emphasis on prevention throughout the school.

Services in each school are selected according to school needs and change from year to year depending on effectiveness and individual school need. The Council contracts with community providers to deliver the services, although some services are provided free of charge to the Council if they are funded through other funds. Providers are selected on the basis of their ability to provide cost-effective, quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes, and their ability to be creative in designing services. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator; a coordinator is housed at each school site, although in the smaller districts the Coordinator covers 2 to 3 schools.

## B. Target Population

During the 2007-2008 academic year, the Children First Program operated in five schools in the Cincinnati Public School district (Aiken, Schwab, Midway, Rothenberg, and Quebec Heights) and five schools in two county districts: three schools in the Norwood District and two schools in the Mt. Healthy City School District. This was the first year that the CFP was in Midway school. With the exception of Aiken High School, all schools served students in grades K through 8. All Children First Programs are in schools with high rates of students eligible to receive free and reduced lunch (based on their family income level of 150% of poverty or lower). Targeted schools also have high rates of students receiving special education services. The Children First Plan targets students who are at risk for having academic, social or emotional challenges. The CFP strives to balance providers' time between prevention, intervention and crisis management services based on students' needs. A summary of school/student demographics during the 2007-08 school year taken from the ODE school report cards are as follows:

Program Participant Demographics – 2007-2008							
District	School	Grades	Average daily enrollment	# of Teachers	% Economically disadvantaged students	% of Students with IEP/ Disabilities	School Academic Status at end of 2007-08
Cincinnati Public Schools	Aiken University High School	9 <sup>th</sup> -12 <sup>th</sup>	417	24	51.2%	27.3%	Continuous Improvement
	Aiken College and Career High School	9 <sup>th</sup> -12 <sup>th</sup>	453	31	54.5%	42.3%	Effective
	Quebec Heights Elementary School	PK-8 <sup>th</sup>	402	25	82.0%	19.5%	Academic Watch
	Midway Elementary School	PK-8 <sup>th</sup>	604	35	69.9%	21.7%	Academic Watch
	Rothenberg Preparatory Academy	PK-8 <sup>th</sup>	386	22	82.0%	24.9%	Academic Emergency
	Schwab Elementary School	PK-8 <sup>th</sup>	327	38	85.8%	26.1%	Academic Emergency
Mt. Healthy City Schools	Frost Elementary School	K-6 <sup>th</sup>	312	14	78.6%	23.1%	Continuous Improvement
	Greener Elementary School	K-6 <sup>th</sup>	375	18	38.0%	19.4%	Academic Watch

Norwood City Schools	Allison Street Elementary School	K-6 <sup>th</sup>	290	19	75.0%	13.1%	Continuous Improvement
	Norwood Middle School	7 <sup>th</sup> -8 <sup>th</sup>	328	28	52.6%	15.4%	Continuous Improvement
	Sharpsburg Elementary School	K-6 <sup>th</sup>	310	18	63.7%	8.7%	Excellent

## Tracking of Attendance, Grades and Standardized Test Performance Data for Participants

This year, FCFC Coordinators began tracking data for program participants to better understand the risk and resiliency factors of these students over time. In collaboration with respective districts, data were acquired on key variables during the 2007-2008 academic year. Provided are attendance data and academic performance data including grades and standardized test performance data for math and reading. These data provide baseline/benchmark data against which future data may be tracked in future years.

### Attendance

The chart below summarizes attendance data for CFP schools. The data shows that attendance rates were similar for students in CFP programs compared to District totals. Data should be interpreted with caution, however, given that many students are referred to CFP programs for academic, behavioral or emotional challenges that may affect their outcomes compared to a general population. The database that was established in 2007-08 will allow student progress to be measured (within students), and when appropriate, across students, over time. This richness of data will provide information regarding student risk and resiliency factors as well as how the CFP program can work most effectively with schools and partners.

Data were also provided by Mt. Healthy School District for CFP participants. These trends are reported to be comparable to District means but trends will be monitored over time for CFP students and for individual students.

Similar to Mt. Healthy, these data were provided by Norwood School District for CFP participants. These trends are reported to be comparable to District means but trends will be monitored over time for CFP students and for individual students.

Cincinnati Public School District Attendance Data			
District	School*	Average Daily Attendance Rates for CFP Students**	Average Daily Attendance Rates for Respective Schools***
CPS*	Aiken	93.4%	91.0% (Aiken Univ.) 96.8% (Aiken College & Career)
	Midway	92.9%	94.2%
	Quebec Heights	92.8%	92.9%
	Schwab	93.7%	93.6%
	<b>Average</b>	<b>93.2%</b>	<b>94.8%</b>
Mt. Healthy	Frost	90.9%	95.4%
	Greener	91.4%	95.0%
	<b>Average</b>	<b>91.2%</b>	<b>95.5%</b>
Norwood	Allison	94.6%	95.2%

	Norwood Middle	94.8%	93.7%
	Sharpsburg	94.1%	93.8%
	<b>Average</b>	<b>94.5%</b>	<b>94.0%</b>

\*Data were unavailable for Rothenberg at the time of this report

\*\* Data are reported for a sample of CFP students receiving intervention services

\*\*\*Data taken from ODE report cards

### **Math and Reading Grades**

These data summarize trends in Reading and Math grades from first quarter (Q1) to fourth quarter (Q4) across CFP students at respective schools in respective districts. Students across schools are summarized to provide comparison data. Data should be interpreted with caution, however, given that many students are referred to CFP programs for academic, behavioral or emotional challenges that may affect their outcomes compared to a general population. The database that was established in 2007-08 will allow student progress to be measured (within students), and when appropriate, across students, over time. This richness of data will provide information regarding student risk and resiliency factors as well as how the CFP program can work most effectively with schools and partners.

Summary of Student Reading and Math Data Trends in Grades from Quarter 1 to Quarter 4							
District	School	Reading Grades			Math Grades		
		Increased	No Change	Decreased	Increased	No Change	Decreased
<b>CPS*</b>	Aiken (N=41)	25.0%	45.0%	30.0%	34.1%	34.1%	31.7%
	Midway (N=42)	9.5%	54.8%	35.7%	34.1%	48.8%	17.1%
	Quebec Heights (N=35)	17.1%	51.4%	31.4%	37.1%	34.3%	28.6%
	Schwab (N=36)	11.1%	47.2%	41.7%	8.6%	51.4%	40.0%
	<b>Average Across Students</b>	<b>15.7%</b>	<b>49.7%</b>	<b>34.6%</b>	<b>28.9%</b>	<b>42.1%</b>	<b>28.9%</b>
<b>Mt. Healthy</b>	Frost (N=20)	20.0%	40.0%	40.0%	15.0%	40.0%	45.0%
	Greener (N=13)	7.7%	38.5%	53.8%	7.7%	53.8%	38.5%
	<b>Average Across Students</b>	<b>15.2%</b>	<b>39.4%</b>	<b>45.5%</b>	<b>12.1%</b>	<b>45.5%</b>	<b>42.4%</b>
<b>Norwood</b>	Allison (N=6)**	20.0%	80.0%	0%	50.0%	50.0%	0%
	Norwood Middle (N=19)	10.5%	47.4%	42.1%	31.6%	36.8%	31.6%
	Sharpsburg (N=14)	23.1%	61.5%	15.4%	7.1%	71.4%	21.4%
	<b>Average Across Students</b>	<b>16.2%</b>	<b>56.8%</b>	<b>27.0%</b>	<b>25.6%</b>	<b>51.3%</b>	<b>23.1%</b>

\*Note that data were data were unavailable for Rothenberg at the time of this report

\*\*Avoid over-interpretation due to very small sample size

### **Standardized (Proficiency) Test Performance**

Proficiency test data were provided by respective districts for students attending CFP schools. School comparison data are provided. Data should be interpreted with caution, however, given that many students are referred to CFP programs for academic, behavioral or emotional challenges that may affect their outcomes compared to a general population. The database that was established in 2007-08 will allow student progress to be measured (within students), and when appropriate, across students, over time. This richness of data will provide information regarding student risk and resiliency factors as well as how the CFP program can work most effectively with schools and partners. Given this caveat, there were schools where CFP

participants over-achieved school averages in “proficient” and higher categories. Programming and academic supports at these schools need to be better understood and replicated. Both Reading and Math OAT scores are summarized in the tables below.

Summary of Student Reading Proficiency Test Scores*						
District	School	Reading Level				
		Advanced	Accelerated	Proficient	Basic	Limited
CPS**	Aiken***	N/A	N/A	N/A	N/A	N/A
	Midway (N=42)	0% (3.5%)	4.8% (9.0%)	33.3% (34.0%)	31.0% (32.2%)	31.0% (21.3%)
	Quebec Heights (N=18)	11.1% (12.5%)	16.7% (12.1%)	16.7% (20.6%)	16.7% (30.3%)	38.9% (24.5%)
	Schwab (N=38)	5.3% (3.1%)	2.6% (6.7%)	28.9% (20.6%)	23.7% (33.6%)	39.5% (35.1%)
	<b>Average Across Students</b>	4.1% (10.7%)	6.1% (17.6%)	28.6% (30.5%)	25.5% (23.2%)	35.7% (17.3%)
Mt. Healthy	Frost (N=20)	0% (9.3%)	10.0% (14.2%)	35.0% (33.0%)	40.0% (27.2%)	15.0% (16.3%)
	Greener (N=13)	7.7% (5.3%)	0% (13.2%)	61.5% (28.4%)	15.4% (29.4%)	15.4% (23.7%)
	<b>Average Across Students</b>	3.0% (7.9%)	6.1% (16.4%)	45.5% (35.2%)	30.3% (25.8%)	15.2% (14.6%)
Norwood	Allison (N=4)****	25.0% (7.7%)	25.0% (21.8%)	0% (37.2%)	0% (22.8%)	50.0% (10.4%)
	Norwood Middle (N=20)	25.0% (10.1%)	15.0% (22.1%)	25.0% (34.5%)	20.0% (23.8%)	15.0% (9.6%)
	Sharpsburg (N=8)****	50.0% (16.2%)	12.5% (30.5%)	12.5% (33.6%)	12.5% (15.7%)	12.5% (4.0%)
	<b>Average Across Students</b>	31.3% (13.2%)	15.6% (24.0%)	18.8% (37.2%)	15.6% (18.5%)	18.8% (7.1%)

\*Percentages in parentheses represent numbers for entire school/district student population, taken from ODE report cards

\*\*Data for Rothenberg was not available at the time of this report

\*\*\*Since Aiken is a high school, the Reading proficiency measures used were different than those used by elementary schools.

\*\*\*\*Avoid over-interpretation due to very small sample size

Summary of Student Math Proficiency Test Scores*						
District	School	Math Level				
		Advanced	Accelerated	Proficient	Basic	Limited
CPS**	Aiken***	N/A	N/A	N/A	N/A	N/A
	Midway (N=42)	0% (3.5%)	4.8% (9.0%)	19.0% (34.0%)	33.3% (32.2%)	42.9% (21.3%)
	Quebec Heights (N=18)	11.1% (12.5%)	16.7% (12.1%)	5.6% (20.6%)	50.0% (30.3%)	16.7% (24.5%)
	Schwab (N=38)	0% (3.1%)	7.9% (6.7%)	15.8% (20.6%)	39.5% (33.6%)	36.8% (35.1%)
	<b>Average Across Students</b>	2.0% (10.7%)	8.2% (17.6%)	15.0% (30.5%)	38.0% (23.2%)	35.0% (17.3%)
Mt. Healthy	Frost (N=20)	5.0% (9.3%)	5.0% (14.2%)	35.0% (33.0%)	40.0% (27.2%)	15.0% (16.3%)
	Greener (N=13)	0% (5.3%)	15.4% (13.2%)	46.2% (28.4%)	7.7% (29.4%)	30.8% (23.7%)

	<b>Average Across Students</b>	3.0% (7.9%)	9.1% (16.4%)	39.4% (35.2%)	27.3% (25.8%)	21.2% (14.6%)
<b>Norwood</b>	Allison (N=5)***	20.0% (7.7%)	40.0% (21.8%)	20.0% (37.2%)	0% (22.8%)	20.0% (10.4%)
	Norwood Middle (N=20)	25.0% (10.1%)	10.0% (22.1%)	20.0% (34.5%)	25.0% (23.8%)	20.0% (9.6%)
	Sharpsburg (N=8)***	62.5% (16.2%)	0% (30.5%)	12.5% (33.6%)	25.0% (15.7%)	0% (4.0%)
	<b>Average Across Students</b>	33.3% (13.2%)	12.1% (24.0%)	18.2% (37.2%)	21.2% (18.5%)	15.2% (7.1%)

\*Percentages in parentheses represent numbers for entire school/district student population, taken from ODE report cards

\*\*Data for Rothenberg was not available at the time of this report

\*\*\*Since Aiken is a high school, the Reading proficiency measures used were different than those used by elementary schools.

\*\*\*\*Avoid over-interpretation due to very small sample size

### C. Services Delivered

Each year the schools implement a core group of programs plus additional programs that meet specific needs of their populations. Listed below are the core programs implemented at most of the schools during the 2007-2008 academic year.

Core Programs at Most Schools	
• Abstinence Programs	• Newsletters
• After School programming	• Nutrition Programs
• Alcoholism/Substance Use Programs and Prevention Programming	• Open House (new student/parent orientation, open house for new school year, open house with service providers)
• Anger Management Groups	• Parent Programs (moms/dads celebrations, parent educational seminars, parent volunteer opportunities)
• Alternative-to-Suspension Programs	• Peer Mediation Programs
• Attendance Programs	• Student Recognition Programs
• Ballroom Dancing	• School Staff Training Programs and Consultation
• Bereavement Group/Grief Counseling (group and individual counseling)	• Social Skills Groups
• Community Engagement Activities	• Student Team Building
• Family Fun nights	• Summer Programming
• Family Resource/Parent Centers	• Transition Programs (e.g., middle school transition programs)
• Health Services (nurse and/or nurse practitioner)	• Triaging/referrals to community providers
• Leadership Development Activities	• Tutoring Programs
• Mental Health Services (assessment, treatment, referral, consultations)	• Violence Prevention and Conflict Resolution Groups

Listed below are some of the unique programs implemented in schools during 2007-2008.

Unique Programs 2007-08	
School	Implemented Programs
<b>Aiken</b>	<ul style="list-style-type: none"> <li>• <i>Winners Walk Tall</i></li> <li>• <i>Shakiri Village</i></li> <li>• <i>Su Casa Hispanic Festival</i></li> <li>• <i>Step Team and Hip Hop Dance</i></li> <li>• <i>Awards Breakfasts</i></li> <li>• <i>Summer Bridge Program</i></li> <li>• <i>Artist in Reflection Annual Project</i></li> <li>• <i>Mayerson Foundation High School Leadership Network</i></li> <li>• <i>Keep Your Power Groups</i></li> <li>• <i>New Student Orientation</i></li> </ul>
<b>Midway</b>	<ul style="list-style-type: none"> <li>• <i>Peace Team</i></li> <li>• <i>Home-School Connection</i></li> <li>• <i>Parent Engagement Program</i></li> <li>• <i>No Name-Calling Week</i></li> <li>• <i>Mr. Emotions &amp; Friends</i></li> <li>• <i>Positive Self-Development Program</i></li> <li>• <i>Building Character</i></li> <li>• <i>Teacher Strengths &amp; Values group</i></li> <li>• <i>Family Nutrition Series</i></li> </ul>
<b>Mt. Healthy Schools</b>	<ul style="list-style-type: none"> <li>• <i>Conflict Resolution Groups</i></li> <li>• <i>Fall Festival</i></li> <li>• <i>Girls Solving Conflict Group</i></li> <li>• <i>Kids Connection</i></li> <li>• <i>Lunch Time Friendship Program</i></li> <li>• <i>Life Skills Training Program</i></li> <li>• <i>Mr. Emotions Program</i></li> <li>• <i>Muffins with Moms; Donuts with Dads</i></li> <li>• <i>Parent Participation Is Popping At Greener Elementary</i></li> <li>• <i>Parent Resource Center</i></li> <li>• <i>Record-a-Song</i></li> <li>• <i>Transition Team Building Program</i></li> </ul>
<b>Norwood</b>	<ul style="list-style-type: none"> <li>• <i>Back to School Clothing Vouchers</i></li> <li>• <i>Dads Club</i></li> <li>• <i>Donuts with Dad</i></li> <li>• <i>Date with Dads</i></li> <li>• <i>Drug and Alcohol Assessment</i></li> <li>• <i>Family Fun Nights</i></li> <li>• <i>Hot tickets: Perfect Attendance Program</i></li> <li>• <i>"Mr. Emotion" program</i></li> <li>• <i>Nutrition Workshops and Presentations</i></li> <li>• <i>Parent Pride Celebration</i></li> <li>• <i>Parent Talk: Cable TV show</i></li> <li>• <i>Safe Date Girls Group</i></li> <li>• <i>Sex education for Developmentally Delayed Students</i></li> <li>• <i>Transition Camp (for students transitioning from elementary to middle school)</i></li> </ul>

<p><b>Quebec Heights</b></p>	<ul style="list-style-type: none"> <li>• Attendance Case Manager</li> <li>• CYC Multi-Cultural Book Club</li> <li>• Family Peer Support</li> <li>• Fat Tuesday for Fathers</li> <li>• Homework Club</li> <li>• Interdisciplinary Team</li> <li>• Kid's Connection</li> <li>• Nutrition Carnival</li> <li>• Parent Coordinator and BRIDGES Family Center</li> <li>• Parent Seminars</li> <li>• Portable 100 (hardbacks) multi-cultural library</li> <li>• Power Pack Distribution</li> <li>• Price Hill Back To School Fair</li> <li>• Reading is Fundamental (RIF)</li> <li>• Too Young Too Be High, Ladies First, and Brother to Brother will be facilitated by UMADAOP.</li> <li>• Second Step Presentations</li> <li>• Attendance Case Manager</li> <li>• Y after-school "Celebrating You, Celebrating Me" drama, dance, music and visual art from around the world</li> <li>• Young Men and Young Ladies after-school leadership clubs</li> <li>• Winners Walk Tall</li> </ul>
<p><b>Rothenberg</b></p>	<ul style="list-style-type: none"> <li>• African American Culture Fest</li> <li>• Caught Being Good</li> <li>• Career Fair</li> <li>• CincyAfterschool Multicultural Arts Program</li> <li>• Guess Who's Coming to Lunch?</li> <li>• Jewelry Making Training for Parents(Jewelry is sold in stores)</li> <li>• Literacy through Photography</li> <li>• Nutrition Carnival</li> <li>• Parent Book Club</li> <li>• Parent Support Group</li> <li>• Parenting Skills Workshops</li> <li>• Parent Wellness Workshops</li> <li>• Reading is Fundamental [RIF]</li> </ul>
<p><b>Schwab</b></p>	<ul style="list-style-type: none"> <li>• African Drum and Dance</li> <li>• Assertive Responsible Teen Program</li> <li>• Creative Response to Conflict</li> <li>• Delinquency Prevention Programs</li> <li>• Focus Abstinence</li> <li>• Hamilton County Truancy Program/Court</li> <li>• Mr. Emotions</li> <li>• Sixth Grade Leadership Program</li> <li>• Summer Camp Arts and Social Skills Program</li> </ul>

#### D. Teacher-Child Rating Scale

The Teacher-Child Rating Scale (TCRS) was designed to assess the school problem behaviors of school-aged children, as well as their competencies, and different aspects of their social and emotional adjustment. The scale consists of 32 items, and it assesses four domains of social-emotional adjustment: Task Orientation, Behavior Control, Assertiveness, and Peer Social Skills. Task Orientation measures the child's attention, ability to complete tasks, and ability to follow directions on school-related tasks. The Behavior Control scale assesses the child's



frustration tolerance, ability to adapt to school limits, ability to cope with his or her own limitations, and behavioral difficulties (e.g. being aggressive or noncompliant). Assertiveness measures the child's confidence in defending his or her viewpoint, ability to lead others, and ability to face a challenging social situation without withdrawing. The Peer Social Skills scale assesses the child's likeability, ability to make and maintain friends, and typical interaction style. Items are answered using a 5-point Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*). Higher competence scores indicate the child is well adjusted.

## **E. Children First Program: Four Priority Aims**

The overall purpose of Children First Plan is to maximize student academic, behavioral and social/emotional functioning by achieving four specific outcomes as follows:

### **Priority 1: To decrease rates of truancy, suspension, and expulsion.**

Through this priority, prevention and intervention programs are implemented to promote positive and pro-social behavior in students. This importance of this priority is supported by the literature which has found student's behavioral functioning and social skills to be related to positive academic performance and later vocational success in adulthood.\*\*

### **Priority 2: To decrease rates of drop out.**

This priority supports the implementation of programs and services that promote positive school attendance and school engagement with the ultimate goal being that students achieve the attendance and academic goals necessary to graduate from high school. It is well-documented that students who complete their high school education earn higher wages, enjoy greater vocational success and more positive life outcomes than students who drop out of high school.\*\*

### **Priority 3: To decrease rates of abuse and neglect.**

This priority is aimed at reducing and eliminating child abuse and neglect, factors which threaten academic success and social and emotional well-being in students. Programs that target this outcome are aimed at benefiting students and parents and prevent the well-documented short-term and long-term risks that result from physical and emotional abuse and neglect.\*\*

### **Priority 4: To increase school connectedness.**

Research studies concur that students who feel more bonded or connected with their school show greater attendance and academic achievement. In addition, children who feel more connected to their school are also less likely to drop out and are more likely to describe their school as safe and supportive.\*\* This priority is aimed at ensuring that students feel safe and engaged in their schools, supported by their teachers, and connected to their peers.

***\*\*The literature supporting these Priority Aims is cited in the Reference Section at the end of this report.***



### E. CFP Providers/Programs at a Glance and Total Number Served

The following table summarizes services delivered by provider agencies, the FCFC priorities each service targets and the total number of students, parents and teachers served by each program.

Children First Program Reference Table			
Agency	Services Provided	FCFC Priority	Total # Served
Ballroom Dancing by Bud Waters	<ul style="list-style-type: none"> <li>Provide ballroom dance lessons to schools</li> </ul>	4	200
Cancer Family Care/ Treehouse Children's Services	<ul style="list-style-type: none"> <li>Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one.</li> </ul>	3, 4	11
Center for Peace Education	<ul style="list-style-type: none"> <li>"Students' Creative Response to Conflict" training for students and their teachers in grades 3, 4, and 5/6</li> </ul>	2	66
Family Service	<ul style="list-style-type: none"> <li>Family Attendance Support</li> <li>Parent Involvement</li> <li>Attendance Support</li> <li>Family Resource Center Coordinator</li> <li>Second Step Groups</li> <li>Family Engagement Case Manager</li> </ul>	1, 4	701
Hamilton County Education Service Ctr.	<ul style="list-style-type: none"> <li>HCESC Attendance Services at Schwab</li> </ul>	1	59
Jewish Family Services	<ul style="list-style-type: none"> <li>Parenting Education/Active Parenting</li> <li>Teen Dating Violence Prevention</li> </ul>	3, 4	84
Live It Like You Mean It	<ul style="list-style-type: none"> <li>Self-leadership Workshops</li> <li>Mr. Emotions and Friends</li> </ul>	4	324
Maureen Donnelly	<ul style="list-style-type: none"> <li>Literacy and Photography Project for first and second graders.</li> </ul>	1, 4	10
Positive Approach, LLC	<ul style="list-style-type: none"> <li>Second Step</li> <li>Anger Management</li> <li>Leadership Resiliency Program</li> <li>"Winners Walk Tall"</li> </ul>	1, 2, 4	573
PregnancyCare of Cincinnati	<ul style="list-style-type: none"> <li>"Making Abstinence Possible" MAP Presentations</li> <li>Human Growth and Development (Puberty) Presentations</li> <li>Abstinence Focus Group – Norwood Middle School Students utilizing the "Safe Dates" approved curriculum.</li> </ul>	1, 4	529
Sarah Center	<ul style="list-style-type: none"> <li>Jewelry making class to parent group</li> </ul>	4	10
Sparked	<ul style="list-style-type: none"> <li>Behavior Management</li> </ul>	1, 4	24

SUMA/ Talbert House	<ul style="list-style-type: none"> <li>• ART (Assertive Responsible Teen) Program – Comprehensive pregnancy prevention/life skills services</li> </ul>	1, 2, 4	72
Talbert House	<ul style="list-style-type: none"> <li>• Substance Abuse Prevention</li> <li>• School-Based Mental Health Services</li> </ul>	1, 2, 3, 4	754
The Children's Home of Cincinnati	<ul style="list-style-type: none"> <li>• Mental Health Assessment and group services</li> <li>• Intervention Coordinator/Case Management including mental health assessment, crisis intervention, prevention, referral services, group services.</li> </ul>	1, 4	326
Thomas Educational Consulting Services	<ul style="list-style-type: none"> <li>• Human Sexuality Education Classes</li> </ul>	1, 3, 4	6
Time II Advocate for Children and Families	<ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Girl Power</li> <li>• Social Skills</li> </ul>	1	760
<b>Total # of Contacts for All Agencies = 16,689 Unduplicated; 36,917 Contacts Duplicated*</b>			

\*This sum is based on agency summary sheets and attendance databases. The grand total may not be equal to the sum of numbers due to unavailable numbers for some agencies.

### **III. Collaboration with Districts, Schools & Agencies**

The hallmark feature of the FCFC Children First Program is that there is broad collaboration and coordination across a number of agencies, each offering unique services and expertise in ten schools across three school districts (Cincinnati Public, Norwood, and Mt. Healthy). FCFC Children First Program agency partners include Cancer Family Care, Center for Peace Education, Family Service, Hamilton County Educational Service Center, Jewish Family Service, Live it Like You Mean It, Nutrition Council, Positive Approach, Inc., PregnancyCare of Cincinnati, Sarah Center, Talbert House, The Children's Home of Cincinnati, Time II Advocate for Children & Families, Thomas Educational Services, and the YWCA. Children First Programs target schools with high rates of students with disabilities and students receiving free and reduced lunch (eligibility is determined by a family income that is 150% of poverty or lower). Each provider agency tracks the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities. The total number of student contacts (service utilization/duplicated) across all schools in school year 2007-2008 was over 1,800 unduplicated participant contacts being made each month on average. These totals do not include students or parents who attended school assemblies, fairs, and other school-wide or grade-wide activities.

### **IV. Seamless Coordination of Services in Community and School Systems**

Another distinct element of the CFP has been its focus on recruiting and skillfully coordinating teams of providers in the school-based setting to effectively integrate them within the school to positively impact student outcomes. At a large community-wide FCFC retreat in early 2007, a primary problem noted by participants was that although there are many agencies in Hamilton County that provide a variety of prevention, intervention, treatment and youth enrichment programs in school-based settings, there is a lack of uniformity in the amount of services, type of services, quality of services and coordination of services among schools across Hamilton County. This lack of uniformity can negatively affect the impact of the services and programs provided therein. To address that issue, an intersystem committee of service providers, educators and parents was convened in spring, 2007 by FCFC. After several months of study, the FCFC Youth Succeed in Schools Committee outlined several strategies to promote uniformity in service coordination in Hamilton County. During the past school year, FCFC convened an interagency committee to implement several of those strategies. Accomplishments to date have included:

- Development of an assessment tool that can be used to assess the strengths and needs of a school to aid in developing and updating plans to help schools and their students achieve their goals.
- Convening of quarterly meetings of inter agency school coordinators from over a dozen agencies to share best practices, brainstorm and problem solve with each other.
- Organized and sponsored an all day training on the essentials of being a coordinator. Topics included role of the coordinator, principal expectations, how to work effectively with teachers, how to engage families, and the "ABCs" of the education system, among others.
- Developing a mentor –mentee program for more experienced school coordinators to mentor less experienced coordinators across agencies.

## ***OUTCOME DATA***

*\* Teacher-Child Rating Survey (TCRS)*

*\* Teacher and Principal Survey Data*

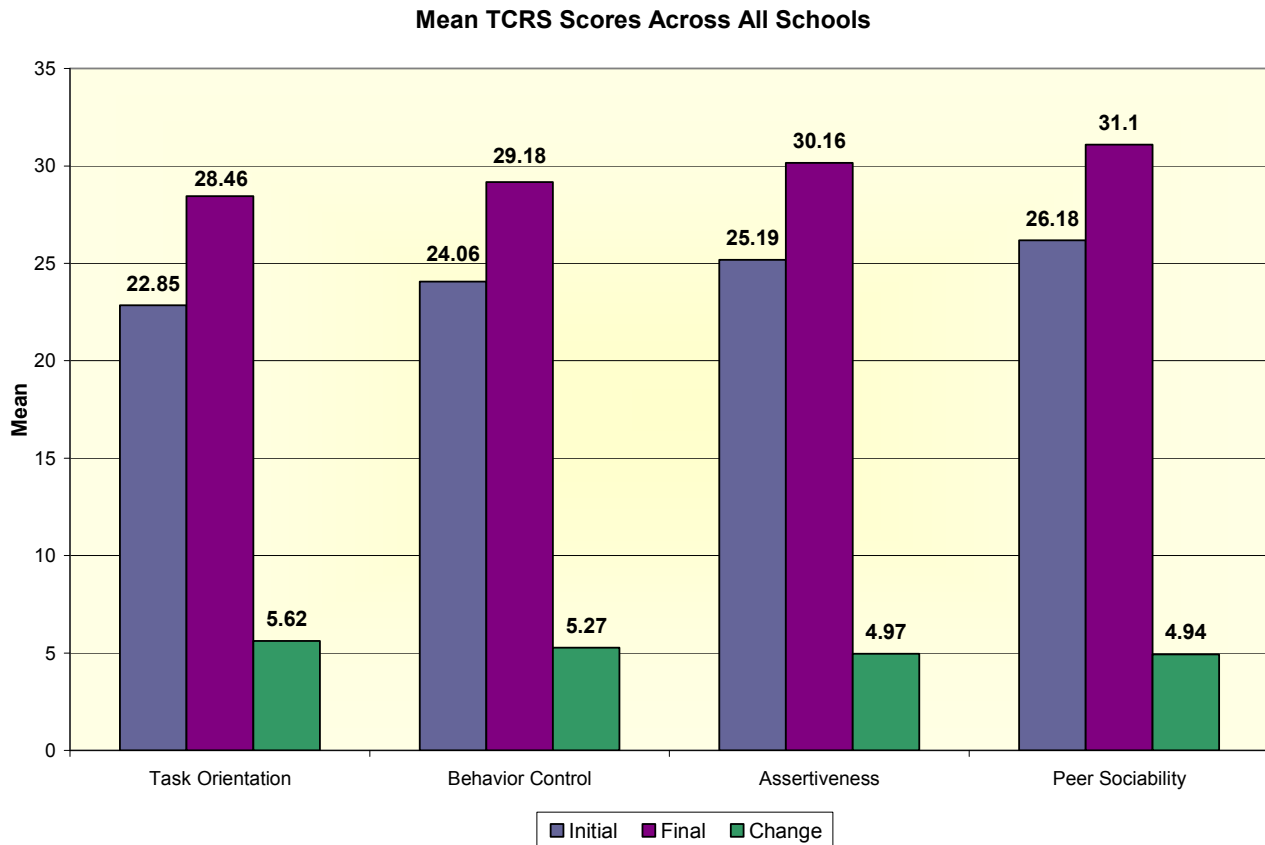
*\*Summary of Program Outcomes*



## V. Teacher-Child Rating Scale Results

Child behavior ratings were assessed using teacher-completed Teacher-Child Rating Survey pre and post tests which were completed on over 370 students receiving Children First Program services across 8 of the 10 schools. The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning. The Teacher-Child Rating Scale was validated on 1379 youth ages 5 to 12. Test-retest reliability coefficients range from .61 to .91 and internal consistency coefficients range from .85 to .95. Several studies have validated the components of the TCRS and their correlation to behavioral and academic outcomes (Cowen et al., 1997; Hightower et al., 1986; Weissberg et al., 1987); see reference list for additional information about the TCRS.

The TCRS was administered in CFP schools and is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. These trends are notable given that results from all scales were found to be statistically significant (significant positive changes at  $p < .001$  across all schools). The graph summarizing TCRS change scores across schools is as follows:



The following tables summarize TCRS results across the eight schools that completed the scale.

All Schools 2007-2008				
Scale	Initial N=325	Final N=329	Change	Significant $p \leq .001$
<b>Task Orientation</b>	Mean = 22.85 SD=8.08	Mean = 28.46 SD=6.99	Mean = 5.62 SD=5.98	✓ $t^2 = 16.46$
<b>Behavior Control</b>	Mean = 24.06 SD=7.45	Mean = 29.18 SD=6.19	Mean = 5.27 SD=5.74	✓ $t^2 = 16.03$
<b>Assertiveness</b>	Mean = 25.19 SD=6.68	Mean = 30.16 SD=5.51	Mean = 4.97 SD=4.64	✓ $t^2 = 18.67$
<b>Peer Sociability</b>	Mean = 26.18 SD=6.96	Mean = 31.1 SD=6.18	Mean = 4.94 SD=5.44	✓ $t^2 = 15.91$

## VI. Teacher Survey Ratings and Comments

### A. Teacher Survey Methods

Teachers in all CFP schools were asked to complete a teacher survey on which they were asked to rate their level of satisfaction with the following facets of the CFP. A total of 174 teachers and school staff completed the survey on the Children First Program at their school. A 5-point Likert Scale which ranged from "Very Satisfied" to "Very Dissatisfied" or "Strongly Agree" to "Strongly Disagree" was utilized. Several questions also required a "Yes" or "No" response. Survey information for the following variables is summarized below:

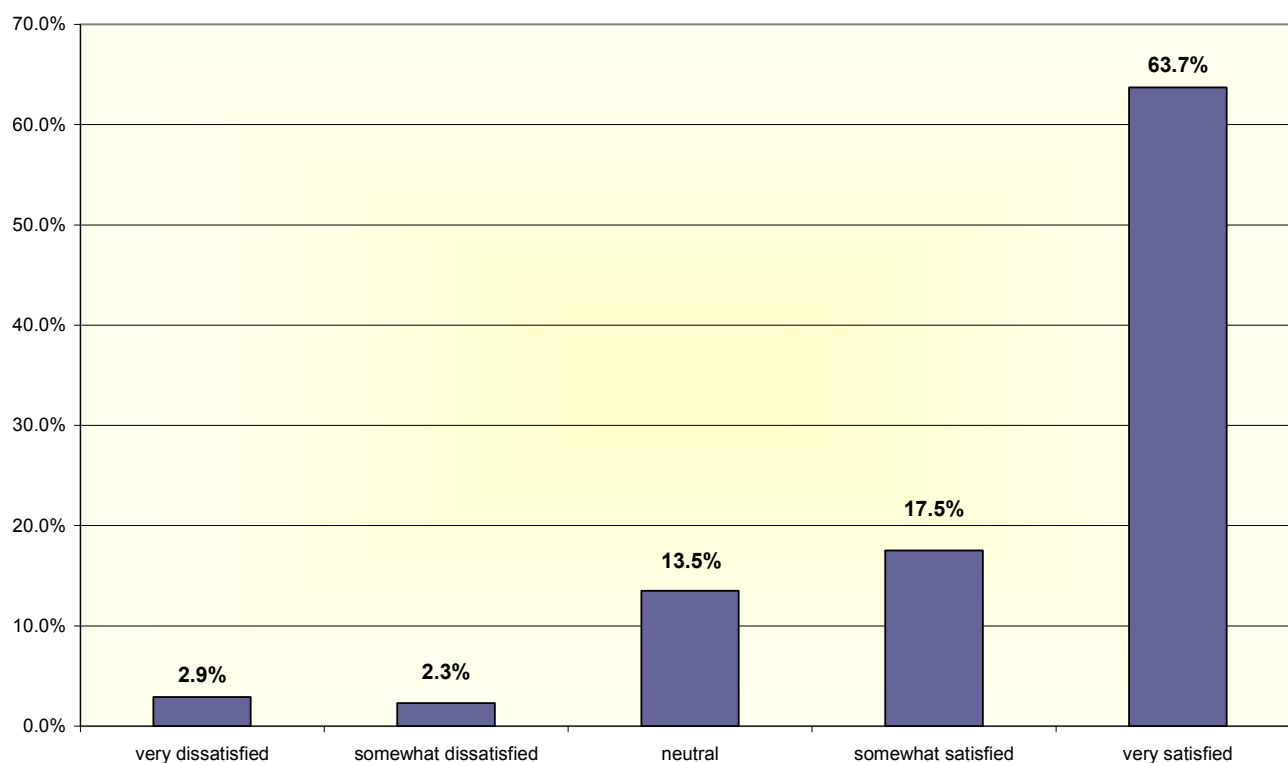
- Performance of the Coordinator
- Coordination of services
- Program Activities
- Impact of Students
- Impact on School
- Impact on Community
- Impact on Teachers
- Recommendation of CFP Program to other schools
- Teacher Comments and Recommendations for Program Improvement

### B. Summary of Data for All Teacher Survey Questions

The following briefly summarizes data for all of the questions on the Teacher Survey.

During this school year (2007-2008), how satisfied are you with the overall performance of the FCFC Coordinator and their performance in each of the following areas?					
Question	Very Satisfied (5)	Somewhat Satisfied (4)	Neutral (3)	Somewhat Dissatisfied (2)	Very Dissatisfied (1)
a. Overall Performance	68.4%	14.4%	9.8%	3.4%	4.0%
b. Opportunity for input	60.9%	17.2%	14.9%	3.4%	3.4%
c. Coordination of services	60.9	17.8%	13.8%	4.0%	3.4%
d. Dissemination of information	55.8%	20.9%	13.4%	7.0%	2.9%
e. Referral Process	57.5%	19.5%	16.7%	4.0%	2.3%
f. Follow-through	59.5%	15.0%	18.5%	4.6%	2.3%
g. Children First Activities	61.8%	15.0%	17.9%	2.9%	2.3%

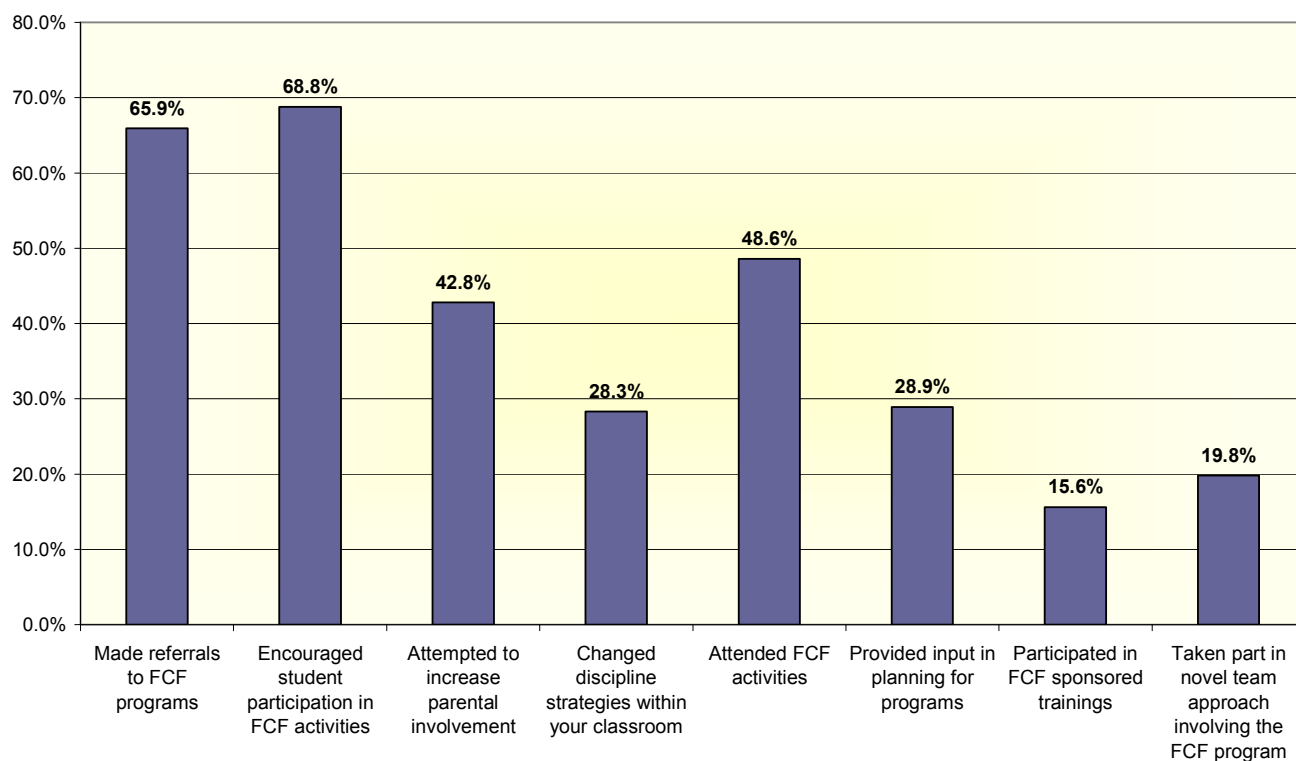
**Overall, how satisfied are you with the Family and Children First Plan?**



**During this school year (2007-2008), what degree of impact do you feel the Family and Children First Plan had on the groups listed below?**

Question	Very Satisfied (5)	Somewhat Satisfied (4)	Neutral (3)	Somewhat Dissatisfied (2)	Very Dissatisfied (1)
a. Impact on students	52.9%	27.9%	14.0%	2.3%	2.9%
b. Impact on teachers	43.5%	28.2%	21.2%	4.1%	2.9%
c. Impact on administrators	34.3%	23.5%	34.9%	3.6%	3.6%
d. Impact on school, in general	48.0%	29.8%	15.8%	2.3%	4.1%
e. Impact on parents	32.1%	32.7%	28.6%	3.6%	3.0%
f. Impact on community	36.1%	21.3%	33.7%	3.6%	5.3%

**In what ways have you been involved with the Family and Children First activities and interventions?**



Please indicate how strongly you agree or disagree with each of the following statements. In general...					
Question	Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
a. Students feel close to the people at this school.	28.8%	57.1%	7.6%	5.9%	0.6%
b. Students feel they are a part of this school.	29.6%	60.4%	6.5%	3.0%	0.6%
c. Students are happy to be at this school.	19.5%	55.6%	17.8%	5.9%	1.2%
d. The teachers at this school treat students fairly.	33.7%	52.3%	8.7%	2.9%	2.3%
e. Students feel safe in this school.	26.7%	55.8%	9.9%	6.4%	1.2%

Please indicate how strongly you agree or disagree with each of the following statements about parents of children in your class or school:					
Question	Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
Parents are interested in getting to know me.	9.9%	45.0%	25.7%	16.4%	2.9%
I can talk to and be heard by parents.	20.2%	57.8%	14.5%	5.2%	2.3%
I am comfortable talking to parents.	46.2%	43.9%	5.8%	1.7%	2.3%
Parents have the same goals for their children as the school.	6.9%	36.8%	27.6%	23.0%	5.7%



Parents do many activities to encourage child's positive attitude toward education.	1.8%	24.0%	35.1%	29.2%	9.9%
Parents are very involved in their children's education	2.9%	15.7%	37.8%	33.1%	10.5%
Parents often ask questions or make suggestions about their children.	2.3%	27.0%	32.2%	28.7%	9.8%

**Some people have suggested that more focus should be placed on prevention. Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?**

- 65.9% Increased focus on prevention at your school
- 0% Decreased focus on prevention at your school
- 34.1% No Change in focus on prevention at your school

**Would you recommend implementing the Family and Children First Plan in other schools?**

- 96.2% Yes
- 3.8% No

### **C. Teacher Perspectives on Parent Involvement: Comparison of data from 2002-2003 and 2007-2008**

The Teacher Survey has been given to teachers to complete for each of the past four years. The questions have been the same allowing for comparisons over time. This table summarizes data from 2002-2003 compared to 2007-2008. Trends demonstrate increases in teacher's perceptions of parent involvement and perceptions in teachers' competence in working with parents over time.

<b>Comparison of Teacher Survey Data on Parental Involvement 2002-2003 and 2007-2008 Academic Years</b>		
<b>Question</b>	<b>2002-03 School Year ("A lot" or "A whole lot")</b>	<b>2007-08 School Year ("Agree" or "Strongly agree")</b>
Parents are interested in getting to know teacher.	17%	54.9%
How well teacher feels can talk to and be heard by parents.	46%	78.0%
How comfortable teacher is talking to parents.	87%	90.1%
Parents have same goals for their children as the school.	21%	43.7%
Parents do many activities to encourage their children's positive attitude toward education.	9%	25.8%
Parents are involved in their children's education	10%	18.6%
Parents often ask questions or make suggestions about their children.	19%	29.3%

## D. Teacher Survey Comments

The Teacher Survey also provided opportunities for teachers to give qualitative feedback on the program and suggestions for program improvement. The following are excerpts from some of the comments made in this optional section of the survey.

<i>What do you think would increase the effectiveness of the FCF Plan? Any optional comments you would like to make about the Children First program at your school?</i>
<ul style="list-style-type: none"><li>• The FCF Plan has been wonderful. We are blessed to have it at Allison</li></ul>
<ul style="list-style-type: none"><li>• I am very pleased with the Family and Children First program. It has helped many of my students, which I am grateful for.</li></ul>
<ul style="list-style-type: none"><li>• Come in and give a classroom presentation about different coping skills</li></ul>
<ul style="list-style-type: none"><li>• I feel that this is a wonderful program. As they say, "If its not broke don't fix it."</li></ul>
<ul style="list-style-type: none"><li>• We are always at a max of student referrals vs. counselors/therapists available to assist them. More money and more counselors/therapists</li></ul>
<ul style="list-style-type: none"><li>• The program has had very positive effects on the students. It is essential to have mental health professionals in the school.</li></ul>
<ul style="list-style-type: none"><li>• First, JoAnn and Jennifer are involved, energetic, and really care about children and their families. They also work very well with teachers and staff. I am grateful for Family and Children First as our children need as much support as we can provide.</li></ul>

\*Complete list of comments can be found in the Appendix

## VII. Principal Survey Feedback

Principals also provided feedback on Children First funded programs. Feedback from Quebec Heights, Frost, Greener, Norwood Middle, and Sharpsburg is provided. Principals were asked the following questions:

1. How is the Children First Program incorporated into your school's One-Plan/ discipline plan?
2. How does the Children First Program add value to your school? Do you feel the Children First Program does a satisfactory job of coordinating all the community resources for your school?
3. How does the Children First Program support your school's learning and achievement outcomes?
4. How does the Children First Program support the social and emotional healthy development of your students, families, community?
5. How does the Children First Program impact your school's climate/ culture?
6. What improvements or changes would you like to see in the Children First Program for next year?

Principal responses (N=5) to the survey questions are summarized as follows:

<i>Summary of Principal Comments</i>
<ul style="list-style-type: none"><li>• Having the FCF office in our school is a tremendous asset. With the wide range of barriers that students bring with them to school, the coordinated school-based services that students and families have opportunity to receive enables classroom teachers to more effectively impact learning. Schools today are expected to provide "full-service" and the FCF program helps us do that. They provide more than we can actually use....I say that meaning that our coordinator is</li></ul>

wealth of resources and has more ideas to improve the lives of our students than we can actually manage and measure.

- I'm thrilled with the job Children First does at Frost. Jo Ann Wheat does a great job coordinating community resources. The resources provided add real value to our program, a layer of support that was missing.
- The programs offered help break the barriers to education that many students have. Many families do not have the resources within themselves to seek services on their own. FCF staff works directly with administrators and school staff to set those families up with what is needed in an effort to eliminate the barricade to learning in the classroom. This is anecdotal from my own experience—I don't have hard data to back me up, I know that the connections that are made—the relationships that are created make lives better.
- Children First has made a positive impact on our school's climate, helping diffuse emotional situations for students and families, teaching students alternate ways to handle problems, and helping students obtain the services in the community that they need.
- In a time when budget cuts are so wide spread, I know that asking for more mental health service is difficult, but that is a growing area of need.
- Children First provides positive behavior supports to students who are at risk. I meet weekly with staff to discuss at risk students and their needs. Students are referred for individual therapy or group support.
- The FCF Office works closely with our Integrated System Model (ISM) Team and with administrators in identifying and providing appropriate service for students in need of tier 2 and 3 interventions. FCF helps to organize groups and individual therapy as needed.

\*\*Full results of the Principal Survey are located in the appendix.

## **VIII. Summary/ Highlights of Program Outcomes**

Each agency submitted program proposals prior to the 2007-2008 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. Final reports included actual outcomes and the number of students served. Below are some of the highlights of the outcome data. It should be noted that each program varies significantly by agency; therefore it may be difficult to compare some outcome results to others. Full results can be found at the end of the report in the Program Outcomes section.

### ***Family Service***

- 23 of 24 families referred attended one or more school activities. Of the 23 served, 95.5% of parents rated the parent connectedness survey 7 or above.
- Quebec Heights had 11 volunteers in the Family Resource Center. They put in 1,980 hours of volunteer time over the course of the year. 166 parents (49.85%) participated in at least one resource center activity. Of the 111 parents surveyed, 91% indicated a sense of connectedness to the school by rating 7 or above on our parent survey.

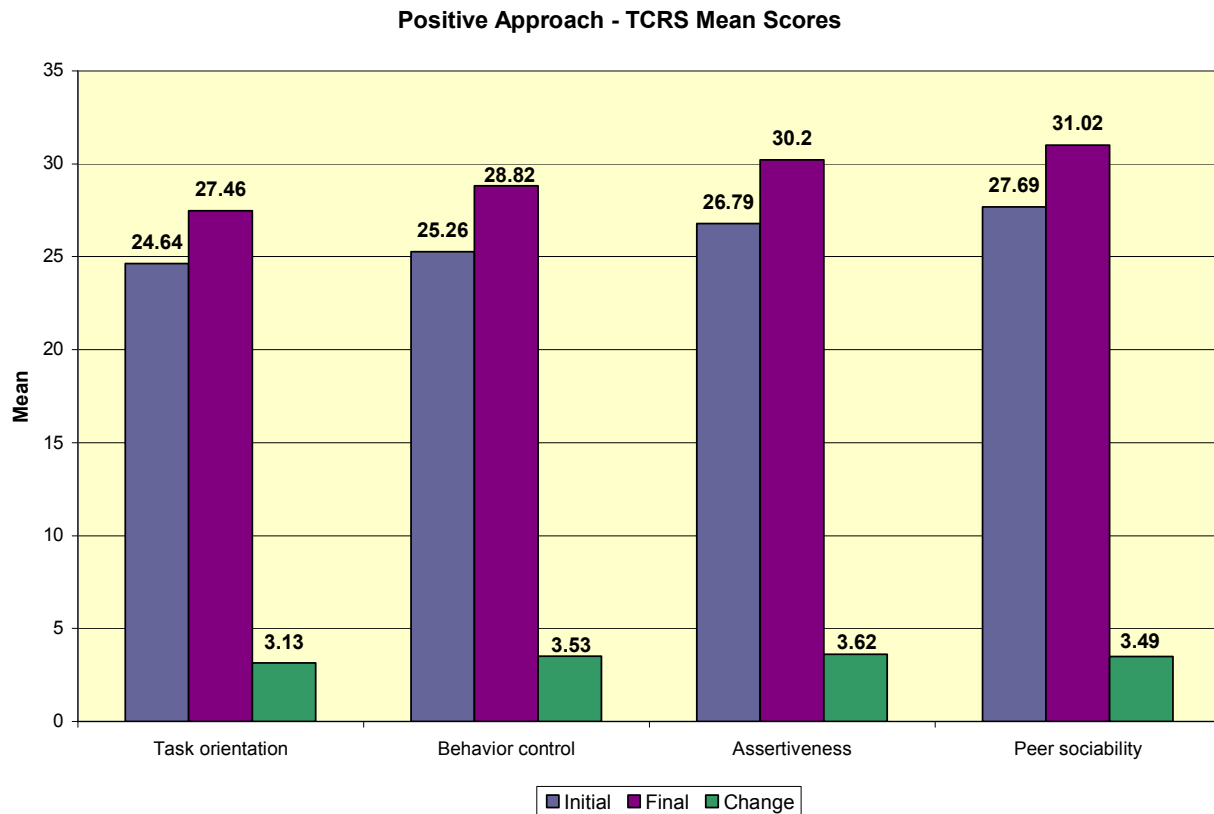
### ***Hamilton County Educational Service Center***

- Of the 42 students referred for attendance help, 90.5% showed improvement in their attendance.
- Diversionary Court offered through HCESC had a tremendous impact on 31 of the 42 students. After the diversionary court intervention 73.8% of the students had perfect attendance.
- Families that had *multiple students from their family* who had truancy and unexcused attendance issues improvement 92.9% in unexcused absences and attendance after parents attended the Diversionary Court and parent conferences, and 85.7% of the students had perfect attendance afterward.

### ***Jewish Family Service***

- Students who understood the red flag warning signs of an abusive relationship:  
Pre-tests – 71% correct  
Post-tests – 75% correct
- Students who reported knowing three strategies to help a friend in an abusive relationship:  
Pre-tests – 37% correct  
Post-tests – 78% correct
- 89% of students reported that they are better prepared to respond to teen dating violence as a result of the program.

## Positive Approach, LLC



## PregnancyCare of Cincinnati

- “Having sex before marriage could result in problems which could keep a person from reaching their goals in the future”  
Pre-tests – 47% of students responded yes  
Post-tests – 86% of students responding yes
- “Renewed virginity is a healthy choice for teenagers who have had sex before”  
Pre–39% of students responded yes  
Post–83% of students responding yes
- “I’ve talked about abstinence with an adult at home”  
Pre–29% of students responded yes  
Post–62% of students responding yes
- “I know the two main ways I could get HIV/AIDS”  
Pre–40% of students responded yes  
Post–89% of students responding yes

## SUMA

- 92% of participants intend to *remain abstinent* until marriage.
- 95% intend on *not becoming pregnant* or not making someone pregnant until marriage.
- 95% agree that *sex can cause serious problems* for teens.
- 95% of participants did *not use alcohol and/or drugs*.

- 95% intended to say “no” if offered alcohol.
- 95% intend *not to smoke cigarettes*.
- 95% participants increased their *understanding and knowledge of puberty*.
- 95% increased their understanding and *knowledge of sexually transmitted infections (STI’s)*.
- 95% increased their understanding and *knowledge of good grooming, proper hygiene and overall physical wellness*.

### **Talbert House**

#### **Norwood City Schools:**

- 94.9% participants increased their scores on the Drug Awareness survey from pre to post test.

#### **Mt. Healthy Schools:**

- 57.1% of participants increased their scores on the LifeSkills survey pre to post test.
- LifeSkills survey questions showing the greatest improvement from pre-post:
  - I have improved my self-image by setting and achieving goals:  
Pre – 53.5%      Post – 59.3%
  - I will not smoke even if my friends smoke:  
Pre – 49.1%      Post – 54.9%

### **Referrals**

- 232 students referred for service
- 110 students referred to Talbert House/Project Pass for treatment
- 23 students referred for crisis intervention
- 99 students referred for outside services
  - 38 students received direct services to other providers
  - 51 students received prevention services to other providers

### **Groups**

A total of 46 students participated in at least one of more than 4 groups (Social Skills, Stress Management, Self-Esteem, and other groups) offered at the eight targeted sites during the 2007-2008 academic year. Psycho educational Groups were completed at FCFC sites as follows:

- 71.7% of participants reported that they learned “a lot” or a “whole lot” in the psycho-educational group. (N=46)
- 100% of participants identified at least one skills/competency that they acquired through the group; 100% identified at least two competencies that were attained; 91.1% reported achieving at least three competencies. (N=45)

### **Individual Services**

- 319 students were tracked through case notes entered into an electronic database

### **Ohio Youth Scales**

Number of Ohio Scales completed = 856.

- Youth reports revealed an increase of functioning on all four scales: Functioning\*, Satisfaction, Problem Severity and Hopefulness.
- Data on parents with both 2006-2007 and 2007-2008 data are compared as follows:

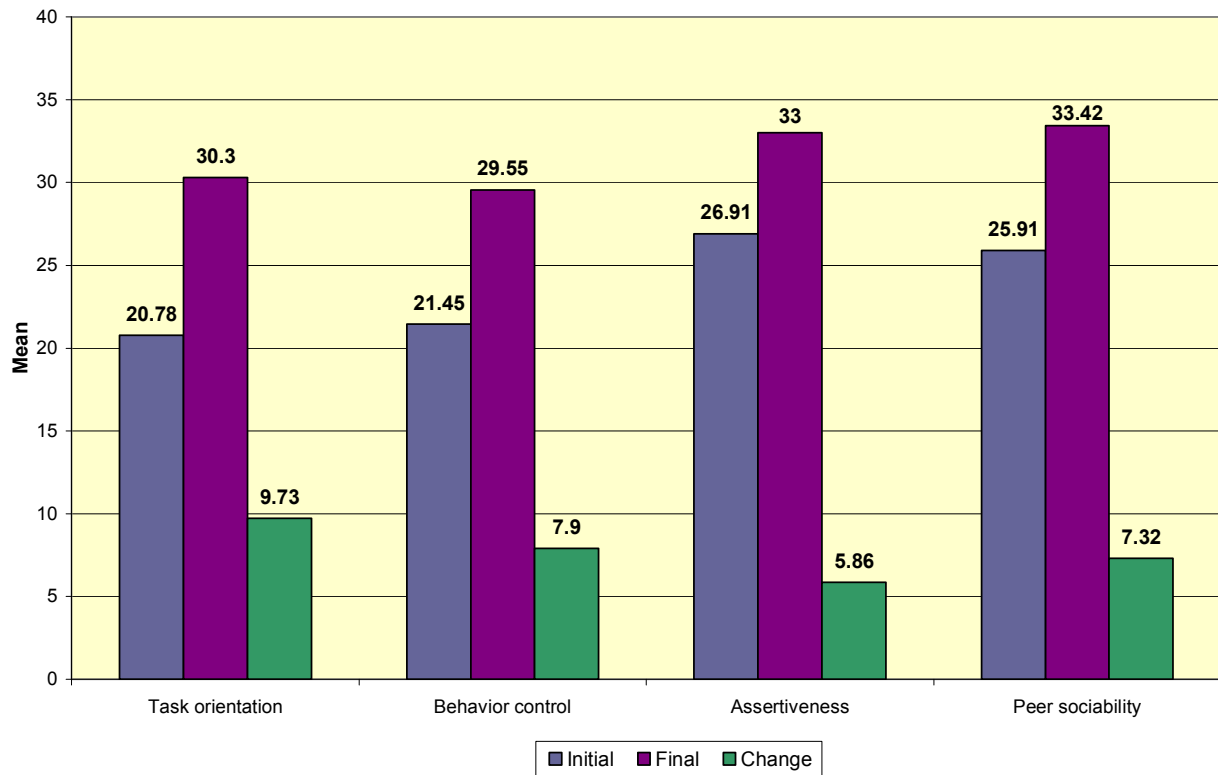
- decrease in Problem Severity in 2007-08 (lower than 2006-07 mean);
- increase in Functioning in 2007-08 (slightly higher than 2006-07 mean);
- decrease in Hopefulness in 2007-08 (lower than 2006-07 mean);
- increase in satisfaction (higher than 2006-07 mean)
- Worker reports revealed an increase of functioning on all three scales: Functioning\*, Problem Severity and Roles.

\*statistically significant difference;  $p < .05$

### ***Time II Advocate for Children and Families***

- 75 students participated in anger management services throughout the school year
  - 50 of the students on weekly or bi-weekly basis.
  - Of the 50 consistent students only 7 had reoccurring office visits and only 2 finished the year on home instruction.
- 60-80 young ladies participated in girl power
  - 60 were consistent with attending and receive support and showed improvement in the areas of social development, character building, dating, healthy and unhealthy relationships.
  - Participants learned how important it was to love their selves first.
  - The group followed a 36 week social skills curriculum created by Time II Advocate for Children and Families.
- 100% of all 4<sup>th</sup> through 8<sup>th</sup> grade received social skills groups in their classroom each week for 55 minutes.
- About 225 – 300 students received social skills intervention services
  - 75% of the group students were able to improve their ability to avoid conflict, avoid confrontation with their teachers.
  - 65% were able to be promoted to their next grade without having to attend summer school.

Time II Advocate - TCRS Mean Scores





# ***SUMMARY AND RECOMMENDATIONS***



## **IX. *Report Summary: Highlights Within and Across Programs, Opportunities and Next Steps***

### ***Teacher-Child Rating System, Teacher Survey, and Principal Feedback Data***

As in previous years, the aggregate of data from teacher and principal sources support that the CFP is seen as a valuable and effective resource in supporting student's needs. In fact, teachers across all schools rated students as having improved significantly on all four areas (task orientation, behavioral control, peer sociability, and assertiveness) as measured by the TCRS ( $p < .001$ ). Significant trends on the TCRS have been consistent over time and across schools, and in fact trends have been more dramatic this year compared to last year. Teachers rated program services high in satisfaction and principal feedback indicated the CFP programs were seen by principals as an invaluable resource for students, families and teachers.

### ***Program Specific Outcome Data***

Program outcome data indicated that programs generally met and/or exceeded the proposed program goals that were consistent with the FCFC priorities that were targeted. More than 16,689 student contacts were made across the ten funded CFP schools in 2007-2008.

### ***Student Data Tracking and Reporting***

This year, CFP implemented a shared database across sites to track students served, service codes, and to coordinate with respective school districts to get attendance, academic and proficiency test data. This pilot data allowed us to be able to better understand the risk and resiliency factors of the students served by CFP, and to inform coordinators as to what services are needed in their schools to best meet students' and schools' needs. There is optimism in using data to inform decision making and improve efficiency, however caution is also warranted as limitations are also recognized. CFP serves low achieving schools and high risk students. Hence, tracking outcomes, establishing benchmarks, and interpreting data will need to take into account students' progress over time and other relevant variables.

### ***Progress on Goals from 2006-2007 School Year***

There were two major goals from the 2006-2007 school year: 1) To increase parent engagement and 2) To enhance communication with teachers about the Children First Plan and services available within the program. The following is a brief summary of progress made in each of these areas during the 2007-2008 school year.

#### ***Parent Engagement***

All Children First schools increased their efforts to engage parents in an intentional, focused manner, developing strategies that were based on lessons learned in previous years. Some of the programs that occurred in the past school year as a result are:

- **Parents Popping:** Parents earn raffle tickets (placed in a popcorn popper in the school) for participating in school related activities with their children (e.g. reading, homework, etc.). Winning tickets are drawn from the "popper" and can be redeemed for prizes donated by community businesses. (Greener School)
- **"Parent Talk":** FCF "produced" a cable TV show which featured professionals discussing developmental, academic and social issues related to children and teens and offering advice on how to handle them. Program was replayed frequently on Norwood community cable TV station (Norwood schools).

- Monthly parent-student breakfasts for parent of children in a specific math and science tutoring program (Aiken).
- A series of biweekly workshops for parents on a variety of issues related to parenting, including nutrition, literacy, exercise, parenting skills, etc. (Quebec Heights).
- A quarterly newsletter sent to parents with tips and suggestions for how to help your child with school work, home work and academic issues (all FCF schools).
- Training for teachers in how to effectively communicate with parents (Allison school).

In addition, the Family and Children First Council has convened an intersystem committee to develop a plan to increase family engagement in their children's school life. The committee has a three pronged approach:

- Training on cultural competency issues
- A program of family friendly certification for schools with technical assistance provided for areas they need to improve to become certified
- Working with one district who will adopt policies that will assure that their schools are engaging families and act as a pilot for the other portions of the plan.

#### *Communication with Teachers*

The following are some of the programs developed in the past year to improve communication with teachers and to increase teacher awareness of the Children First Program and service offered therein:

- Ongoing participation by FCF Coordinator in school committees, including: LSDMC, Instructional Leadership Team, Home School Correlate, Discipline Committee, Intervention Assessment Team and Oism Team. Attending these meetings and playing a valuable role there increases the visibility of the coordinator and also allows the coordinator to bring up relevant services and programs in direct response to student or family issues.
- Monthly calendars or newsletters from the coordinator sent to all staff informing them of various FCF activities and programs
- Presentations at various staff meetings; consultation with various teachers
- Provider Open Houses for teachers

#### *Assessing School Needs and Enhancing Coordinator Skills*

In addition to the two primary goals mentioned above, FCF has continued to lead the School Coordination Steering Committee in the development of a uniform needs assessment tool that can be used to assess school needs and to assist in the development of an individualized school plan based on school strengths, needs and resources. The assessment tool was piloted at the end of the last school year and is currently being piloted in two other schools. Plans are for the assessment to be available for assessor training and wider spread distribution by the end of the 2008-09 school year.

In addition, the Committee held quarterly meetings this past year for school/resource coordinators from multiple agencies to exchange ideas and discuss successes and challenges. The Committee also held a full day training for Coordinators from multiple agencies which covered the "ABCs" of being a school coordinator. The training was highly successful.

### ***Plans for Continued Program Development and Broader Program Impact***

After reviewing the outcome data from the previous year, the Coordinators continued to feel that the goals of increasing parent engagement and enhancing communication with teachers should remain the primary goals for program improvement. Both of these items are significant issues related to school success. The strategies developed continually need retooling and new approaches. As there is a constant stream of new parents and new teachers entering the schools every single year, whatever approach has been developed previously must always be revisited and in some cases redesigned to engage the new population as well as to refresh contacts with the population that has been present in years past.

Therefore, overall goals for the 2008-2009 academic year include:

1. Continue to increase parental involvement in their child's education. Offer technical assistance to FCF schools in how to become more family friendly.
2. Increase teachers' comfort level and skill in communicating with parents through training, consultation and modeling.
3. Continue to enhance data tracking and reporting, including working with districts to obtain and improve disciplinary data reporting (data which could not be used this year). To understand and monitor student performance, FCFC has already begun to utilize a shared database and work with districts to track attendance rates and academic progress. Next year this tracking will continue and will allow for an understanding of trends of new as well as continuing participants.
4. Continue emphasizing to teachers and school staff the importance of early intervention and prevention services, rather than services or interventions delivered in the midst of a crisis or when a student has already presented with long standing problems.
5. Continue structure for the exchange of knowledge, resources and best practices among inter agency coordinators
6. Distribute school assessment tool after assessors have been trained to perform school assessments.
7. Continue to increase alignment with school and district strategic plans, as well as with other resource coordination initiatives across the county.

### ***Assessing School Needs***

FCFC is continuing to leading the School Coordination Steering Committee which has developed a needs assessment tool that assesses school needs and assists schools understanding its strengths, needs and resources. The assessment tool has been piloted and will be ready for distribution and assessor training in winter, 2008. The long term goals of the School Coordination Steering Committee initiative are to:

- systematically assign services to schools based upon school need,
- improve service coordination within schools,
- increase skill level of coordinators throughout the system,
- and to promote collaboration among school-based coordinators county wide.

### ***Improving Communication***

FCFC is continuing its efforts to increase and improve communication with teachers and administration about programs and services. This includes solidifying FCFC's orientation process, particularly given that there is often turnover among teachers, principals, and district administrators. FCF has created a feedback system to teachers after referrals have been made for services. Also, most coordinators have created a quarterly list of students and parents using FCFC services that is shared with appropriate school staff.. To maintain visibility, FCFC coordinators will continue to inform principals, teachers and districts of the broad array of

prevention and intervention services offered by FCFC Children First Programs in a variety of settings.

**Summary Statement:** Through the Hamilton County FCFC, the Children First Program provides effective resource coordination among schools and agencies. Specifically, the program targets short term goals of improving positive child behavior and student connection and bonding to school, and long term goals of reducing drop out rates and abuse and neglect. Student, teacher, and principal data support that the short term goals of the program were met and that resources were well-coordinated and effective. Moreover, qualitative data demonstrates a strong enthusiasm for the program among teachers and principals, and evidence that FCFC provides high quality programs and services to students, families, and schools. In 2007-2008 a data tracking system was established to assess longer-term goals over time (e.g., reduction in drop out rates). Parent engagement and increased coordination and alignment with district initiatives will continue to be priorities for 2008-2009. In addition, CFP will work closely with other regional efforts. FCFC will serve in a leadership capacity to develop a needs assessment tool, disseminate best practices, and ensure that coordinators are well-trained and highly effective in their resource coordination roles and responsibilities.

# ***SCHOOL/AGENCY***

## ***Featured Programs***



## **X.      *Featured Program Summaries***

Children First Program coordinators were asked to summarize one of their unique programs for this report to illustrate how programs can differ from school to school depending on school needs. The following are brief unique program summaries from each CFP school.

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### **Aiken University High School Leadership Team**



#### Program Description

The Aiken University High School Leadership Team has been affiliated with the Manuel D. and Rhoda Mayerson Foundation High School Service-Learning Program for the past 10 years. The Foundation provides collaboration and support for 30 high schools in the Greater Cincinnati and Northern Kentucky area to promote civic engagement. One of the projects in which we participated during the 2007-2008 school year was a mural depicting the problems and the treasures of the Over the Rhine area in the city of Cincinnati.

For many years, with the support of the Mayerson Foundation, Aiken University students have taken up the cause of fighting homelessness in Cincinnati by working with many social service agencies in Over the Rhine, where many of Cincinnati's homeless population find assistance. We were one of 6 schools and the only Cincinnati Public School, asked to participate in creating a mural to be placed at The Greater Cincinnati Coalition for the Homeless at 117 E. 12<sup>th</sup> Street in Over the Rhine. Students brainstormed with the art teacher and the Leadership Team sponsors to determine how they wanted to depict the aspects of homeless to the public. They decided they wanted to use this opportunity to commemorate their good friend, Jimmy Heath, who passed away in December 2007 by dedicating their panel to StreetVibes. Mr. Heath, a talented photographer and former editor of that newspaper, had at one time been homeless himself; he later became an advocate for the homeless and worked closely with Aiken students to provide services to the homeless population in Cincinnati. The students wanted to show StreetVibes through Mr. Heath's eyes so they designed and painted their panel of the mural as they thought he would have.

#### Program Goals

1. Civic Engagement
2. Team Building
3. Collaboration with Social Service Agencies
4. Helping students recognize the many aspects of homelessness
5. Commemorating StreetVibes and Mr. Heath

#### Target Population

The Leadership Team at Aiken University High School was the target population for designing and creating the mural, however, the citizens of Greater Cincinnati and all who visit the city will have the opportunity to enjoy the beautiful mural and reflect upon its meaning.

#### Number of Participants

30 Leadership Team Students contributed to the design and creation of the mural.

#### Cost

The materials for the mural – canvas, paint and brushes – was approximately \$250.00 and was funded by the Mayerson Foundation.

### Challenges

Each school was to complete one 4x8 panel of the mural, then the murals would be unveiled at a ceremony on May 22, 2008. Working on a strict deadline that came at a time of the year when everything was culminating posed some problems. Final exams, end of the year club and athletic banquets, prom, ballroom dance recital, etc. were all going on at the same time, so time management was the issue. Kids worked in triads, each trio being responsible for a part of the mural; at least one member of each trio made the commitment to be present every day so that we could meet the deadline.

### Outcomes

The mural has been hung at 117 E. 12<sup>th</sup> Street and viewed by thousands of people in the Greater Cincinnati area. Students, staff and some parents attended the unveiling in May. Mr. Heath's sister called to thank the students and to volunteer to continue with our Leadership Team.

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## **Trip to Berea**

### Program Description

Last school year, Aiken University adopted an Environmental Science curriculum focus. As a long term partner with Aiken, the Family and Children First Center staff, having years of documentation regarding the physical and emotional effects of multigenerational poverty has had on our students, worked with AU administrators and staff to build an environmental focus into the social and emotional programming available for the student body through FCF services.

One of the many pieces of that programming involved a trip to Berea University in Kentucky to explore the Eco-Village and the Sustainability and Environmental Studies program. Forty-five 10<sup>th</sup> grade students who had dramatically improved their science scores throughout the year were invited to attend.

### Program Goals

- 1) The major overall goal of immersing an environmental focus into our Social and Emotional programs already in existence was to improve student outcomes in science through a collaboration of school and community partnerships.
- 2) The trip to Berea was designed to help students see the potential of STEM careers and college majors; to see how a sustainable eco-village is real and tangible for them and not just the world outside their neighborhoods.

### Target Population

The target population was 10<sup>th</sup> grade students who had shown improvement in their interest and achievement in science throughout the year. We had a 63.8% rise in the percentage of 10<sup>th</sup> grade students who passed the Science portion of the Ohio Graduation test in 2007-2008. Additionally, 56 outdoor labs or classes were conducted throughout the year including service learning projects and students who had participated in a large number of those events were also included.

### Number of Participants

45 10<sup>th</sup> grade students participated



2 classroom teachers  
FCF Coordinator  
4 professors from Berea University, including the President of the University

### Cost

A bus was provided by the state funded Career Tech program at CPS at a cost of \$600.00  
Berea and the Aiken/FCF staff split the cost of lunch for the students that day, \$6.00 each at a cost of \$270.00. Collaboration between the university, Aiken and FCF – priceless!!!!

### Challenges

One of the early challenges was assisting students to understand that environmental issues are huge in their own communities and that they can be activists in their neighborhoods while exploring career options they had not previously known existed for them.

### Outcomes

The students were amazing! They really got it! You could see the light bulbs going off as we first entered a newly renovated Gold Certificate Building, the first awarded in Kentucky. They were fascinated to learn about the recycled materials from the old building that had been used for renovation, the VOC's, the roof made of milk containers, etc. They were astonished to learn that the eco-village is totally self sustaining for 50 families and that the food they ate in the cafeteria was totally grown, harvested and served from the farm and greenhouse on campus. The excitement and interest grew as we moved from one building to the next, heard from one professor to the next. The questions became very provocative in terms of the "risks" of some current environmental endeavors and to the potential for them, the Aiken students, to attend a school like Berea and work in the environmental field.

When we returned, I invited some of the students to participate on the Design Team committee that had recently re-convened to plan the building of a new Aiken High School. Four of the students eagerly volunteered (these were not all students who would be expected to get involved!) and attended bi-weekly meetings throughout the summer.

## Midway No Name Calling Week



### Program Description

*No Name-Calling Week* was originally sponsored by GLSEN and Simon & Schuster 'Children's Publishing with the support of a national partnership of over 40 organizations. The project seeks to focus national attention on the problem of name-calling in schools, and to provide schools and educators with tools to assist them in increasing awareness of this prevalent issue.

At Midway School, we developed numerous activities to highlight how name-calling, "putting others down," or *dissing* other students, is a type of bullying that truly hurts others. The message *Words Hurt* was reinforced in many ways with both students and adults. Students, parents, teachers, and other staff were provided with educational materials and asked to commit to **no name-calling** for one week. Specifically, these included:

- Art students designed a banner with the *no name-calling* logo that was displayed in the main hall. During lunch break, FCF providers and Midway staff encouraged students (and some teachers) to sign their name, committing to "no dissing" for one week or whatever time they felt was reasonable for them.
- A Poster contest was held and winning posters were displayed in prominent places around the school. First, Second and Third place honors were given to the students creating the "best" messages.
- The Coordinator created a hand-out on Bullying and distributed it, along with *No Dissing* stickers to Midway staff members.
- Teachers received appropriate lessons plans, special e-mails, and movies and other materials were made available for their usage during No Name-calling Week.
- All FCF social skills and behavior management groups had special activities for that week and received awards for their creative efforts.
- A Second Grade class received a special plaque with their photo and the poem they read to all the students, honoring this special week.
- The principal made daily announcements, short messages reinforcing *No Dissing*.
- Parents received a special letter from the principal informing them of No Naming Calling week at Midway and the importance of their reinforcing the message at home.
- All Parents received the quarterly newsletter *Home & School Connection* that had the article entitled "Stop Bullying."
- The Family & Children First Winter Newsletter featured No Name-Calling Week as the lead article.

### Program Goals

Increase awareness of the problem of name-calling at Midway School.

- 1.) Provide education materials for teachers to reinforce anti-bullying messages in the classroom.
- 2.) Engage students in creative and fun activities that will encourage no name calling.
- 3.) Provide a festive school environment where the positive message of *No Dissing* is seen "everywhere" you look.
- 4.) Engage parents in reinforcing this anti-bullying message.
- 5.) Involve the entire school community in supporting this one important message.

### Target Population

While a special emphasis was placed on 4-8<sup>th</sup> graders, we quickly realized the importance of extending this positive message to all the students, as well as parent, administrators and teachers.

### Number of Participants

The entire school community received educational information on bullying and no name-calling. Midway's school community includes 600 students, 60 staff, and 400 parents. Approximately half of the students and teachers participated as message senders.

### Cost

We were able to receive *No Name-Calling Week* materials at no cost, due to a grant. Students Awards were purchased through the Children First Wrap-Around Fund. Prizes cost approximately \$250.00.

### Challenges

Since this was the coordinator's first year at Midway and the first year for designing and implementing this program, much time was spent with logistics and encouraging participation of teachers and administration. It was key to obtain the support of the art teacher, which made a tremendous difference early in the development of activities.

### Outcomes

- No Name-Calling Week (and FCF) was very visible with art work and positive messages hung on walls throughout the school, as well as *No Dissing* stickers worn by the majority of teachers and support staff.
- Every teacher received educational material on bullying: What it is; How to deal with it; and Helping a Bully.
- Every parent was sent a letter by the principal and a newsletter with *Stop Bullying* article.
- FCF groups serving over 200 students received additional information on bullying.
- Over 100 students signed the *No Dissing* banner.

No Name-Calling was a clear message, reinforced in many ways to both students and adults. It inspired this coordinator to enroll in a class on bullying the following month.

**Mt. Healthy School District  
Parent Participation Is Popping At Greener Elementary**



Program Description

Parent Participation is Popping is a program to encourage parents to be involved in their child's education. We realize that not all parents are able to come to school during a school day to participate, however there are many ways they can be involved without coming into the building. They can read a book with their child, sign their assignment book, send in snacks, return a phone call to their child's teacher or actually attend a school function, attend parent teacher conferences or volunteer to help in the classroom.

We created a system to reward parents with raffle/popcorn tickets for the things they do to help their child. The tickets are kept in the lobby in a popcorn machine. Weekly we have a student pick out a ticket and a parent wins one of the donated incentives.

Program Goals

There were two goals of this program. The first was obviously to increase parental involvement. The second was to involve staff and community in our efforts. A planning committee was developed to get input from all staff members and parents. We met several times during the school year to make sure everyone felt they were part of this important effort.

Target Population

Our students and families were our target population for this program. The excitement of drawing weekly for incentives kept the students enthusiastic about the program throughout the year. We found that the students were encouraging their parents to earn popcorn tickets because of the drawings for the incentives.

Publicizing the Program

We sent fliers home to announce the program to parents. Members of the planning committee would take turns attending after school activities to educate parents about the program and also to provide popcorn tickets the parents earned for attending the event. Whenever we did a drawing for an incentive, the principal would make an announcement to let everyone know whose parent won the incentive. We also involved the community in advertising for this event. We sent letters to local business to ask for donations of gift cards, or other items we could use as incentives.

Cost

We appealed to local businesses to help us fund this program by making donations. We also had some money the school district provided from a grant that they wrote to increase parent involvement. We received approximately \$500.00 in donated incentives from local business and spent approximately \$200.00 of grant money to fund the incentive give a ways.

Challenges

The main challenge the teachers identified was the time it took them to process the popcorn tickets. Each day the teachers look through the students assignment books. With this program, they also had to fill out popcorn tickets for the parents who participated at home. The teachers became somewhat frustrated about the amount of time this took them to complete this task. Another challenge is future funding for the incentives for this program. We can continue to appeal to community businesses, but we won't have the extra grant money next year. I was

very proud of this program, but it did take a lot of time to keep the momentum going through out the school year.

### Outcomes

We sent surveys to all of the teachers in the building to see if they felt parent participation increased due to this program. Of the 19 staff members surveyed, 10 responded and said that they saw an increase in parental involvement, especially in reading activities and other activities that parents could do from home. Of the 10 who responded, 6 of those teachers were from grades k-3. They saw the greatest increase in parental involvement. The other 4 teachers saw less increase in the upper grades.

### Comments

The parents who participated in this program were very thankful of the incentives they earned. One parent said that it made her feel good to know that we “appreciated and valued” her involvement enough to start a program like this.

**Norwood Schools  
PRIDE Transition Camp**



Program Description

PRIDE Transition Camp is a six day camp for any incoming seventh grade student who wishes to become more familiar with the Middle School.

Students who participate in the program experience the following:

- Became familiar with the layout of the Middle School Building (find out where the main office, nurse's station and bathrooms are)
- Learn about using locks/lockers
- Team building games
- Develop strategies for making good choices in a new setting
- Learn about clubs and activities after school
- Meet current Middle School students and asked them questions

Program Goals

- Decrease anxiety about attending the Middle School
- Learn decision making skills that are necessary for making healthy choices
- Know where and to whom to go for assistance

Target Population

Incoming seventh grade students were targeted for this program. Additionally, students who might be new to the district were also welcome to attend.

Number of participants

There were three two week sessions with a total of 52 participants.

Cost

The cost of the program was \$3000/session. The Norwood After School program paid for two sessions. The final session was paid for out of FCF funds. Additionally, community service providers did short term (one or two hours per session) lessons. These were either in kind or part of their school year contract.

Challenges

Students who participated were given a pre-session and post session inventory to complete. The following are the cumulative results for all students:

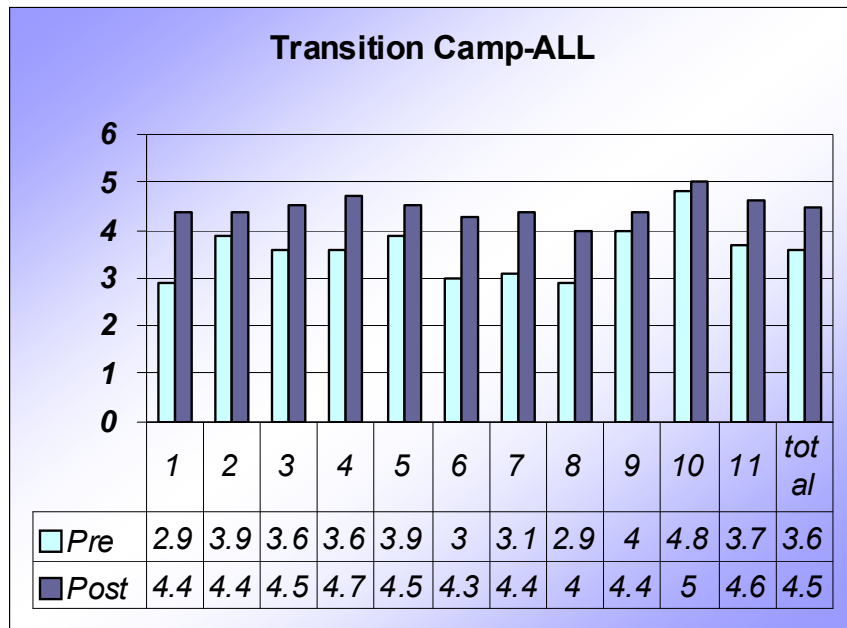
Outcomes

*Inventory Items:*

1. I am comfortable finding my way around the middle school
2. I am comfortable making new friends in the middle school
3. I am comfortable using locks and lockers
4. I am comfortable knowing my way to and from the cafeteria
5. I feel comfortable asking for help
6. I know whom to go to ask for help
7. I know about the middle school after-school programs
8. I have a plan for studying this year
9. I will make healthy food choices

10. I know about staying away from drugs and alcohol

11. I am ready to come to the middle school



## Quebec Heights Flag Day Ceremony



### Program Description

FCF conducted a school wide penny drive, purchased a new flag for the school, and had the Hamilton County Sheriff's Department come to Quebec Heights and perform a formal flag-raising ceremony.

### Program Goals

We wanted to purchase a new flag for the school and to increase feelings of school pride and school spirit among staff, students and the families of our students. We also wanted to strengthen the connection that students, parents, and staff members feel to our school and one another.

### Target Population

We targeted all students at the school, the families of our students, the teachers, and the support staff.

### Number of Participants

Students: 420

School Administrators and other staff: 35

Parents and/or other caregivers: 10 actively participated in promoting the event

Community leaders and others: 3 members of the Hamilton County Sheriff's Department.

### Cost

The minimal costs involved were raised in the following manner:

\$106 was raised through the penny drive and an additional \$76.92 was received in donations.

The Flag Company gave our school a 50% discount, which reduced the cost of the new flag cost to \$53. The remaining funds from the penny drive and donations were used to purchase 420 white cupcakes with red and blue star sprinkles for the flag-raising ceremony and celebration.

### Challenges

The penny drive scarcely received any donations in the beginning, but we were able to get it going by encouraging competition between classrooms. Large multi-colored donation level thermometers were posted in the front hallway, along with daily announcements indicating the number of pennies raised by each teaching team. A side benefit was that our parent's group, who competed as a team, raised as much money as all of the other teams combined. The parents enjoyed the positive attention that they received each day when the collection amounts were announced.

### Outcomes

We viewed the event as successful because we were able to purchase a new, larger and more durable flag. We had a beautiful formal flag-raising ceremony conducted by the Hamilton County Sheriff's Department, with accompanying bugle music from one of our teachers. We received great feedback from the school staff, students, parents, and the Hamilton County Sheriff's Department.

The event promoted pride in our country and in symbols of the USA. The students learned about the meaning of a flag-raising ceremony and were able to actually participate in one. The Deputy Sheriff's presence taught the students how to stand at attention and salute the flag,



which was very exciting for our students. A side benefit was that the students had a positive interaction with members of the law enforcement community.

The captain from the Sheriff's Department said that she had done many flag-raising ceremonies but that she had especially enjoyed this one because the students were so responsive and attentive. One of the parents said that she was proud of the part the parents played in the purchase of the new flag and that she loved the formal ceremony with the Sheriff's department Honor Guard. For weeks afterwards, many of the students regularly walked up to the bulletin board display of photos of the event and talked about the ceremony and about how they learned to stand at attention and salute.

We conducted the ceremony on the 10 year anniversary of the previous flag-raising ceremony at Quebec Heights, which is memorialized in a photograph of the ceremony of the original one. I was able to get a great photo of the recent flag-raising and have framed it and put it next to the original photo.

## **Rothenberg Preparatory Academy Constructing a Solar Oven**



### Program Description

In the fall of 2007, Michael Lanton, a Wilks Scholar at Miami University, collaborated with middle school students from Rothenberg Preparatory Academy to build a solar oven. Although the actual construction only lasted two weeks, the overall educational and group mentoring experience continued through the spring of 2008.

### Program Goals

Michael's goal was to develop a community based project that would enrich the local community. The short term purpose of the construction of the solar oven was to teach selected students how to dehydrate fruits and vegetables. The long term goal was to raise their level of consciousness about local environmental concerns and to equip them to sell their products at Findlay Market, a farmers market in their Over The Rhine community.

### Target Population

As FCF coordinator, my job was to help recruit a small group of 7<sup>th</sup> and 8<sup>th</sup> grade students who expressed interest in the project and sticking with it through its fruition. It was important to secure the endorsement of the middle school science teacher who agreed to give extra credit to participating students.

### Number of Participants

Ten students initially expressed interest. That small group dwindled to seven young men who committed to the challenge.

### Cost

Michael volunteered his services as group leader. The costs of materials for the solar oven are nominal, costing under \$25. Michael's description is as follows:

"The oven is comprised of 1.25 CDX wood, aluminum foil, Styrofoam insulation, Plexiglas, and pennies."

### Challenges

The biggest challenge was to maintain enthusiasm for the project over the long term. In addition, it was important to teach the students about larger environmental concerns. Although wary at first, the core group of young men became very proud of the product they produced. Not only did they learn the science of how solar energy works, they also gained knowledge about the importance of community sustainability.

### Outcomes

In addition, Michael served as a terrific role model for our students. He invited us to be his guests at the Miami University Wilks Scholars banquet and sent a van to pick up the students. Prior to the celebratory banquet, Michael took them on an informal tour of Miami University. He shared ghost stories, pointed out student hangouts and bonded with them. The project took on a life of its own and yielded many unforeseen benefits. To our delight this story was featured on the Channel 19 nightly news!

## **Schwab School Live It Like You Mean It**



### Program Description

Live It Like You Mean It was introduced to Schwab in the 2007-2008 school year. The program targeted the 4<sup>th</sup> grade. The 4<sup>th</sup> grade completed a 10 week self-leadership workshop series. There were four key points that the program focused on during the 10 weeks of programming. Those key points were:

- Believe in yourself. Know you better.
- Respect self and others.
- Have goals and work toward them.
- Your decisions are your future.

During the 10 weeks the activities would highlight each one of the key leadership points. The students responded most to activities such as the cup stacking week, straw tower, writing goals & making a newspaper about them. Many of the students were engaged in the majority of the activities, and it was reported by the facilitators that it was easy to notice the students who evolved the most during their time providing services for the students. A few of the student's attention spans increased over time, and another student who was dealing with his mother's terminal illness started out staring into space, would not do any work, and cried in a corner, or at his desk was like a different child by the last four weeks.

### Program Goals

The Live it like You Mean It program's goals were to assist students into taking some personal responsibility for their thoughts, actions and behaviors.

A secondary goal of the program was to decrease the students' negative behaviors due to many changes with their teaching instructors due to their primary teacher being out on sick leave. In the beginning of the year the students initially had many substitute teachers. The student's behaviors were so negative, substitute teachers refused to return back to their classroom. After about the third or fourth teacher, a long term substitute was brought in to give the students some consistency and was very successful in connecting with the children.

### Target Population

4<sup>th</sup> grade students that had many social and behavioral issues.

### Publicizing of program

Coordinator initially introduced the program to the ILT Committee, and the staff responded and voted that the fourth grade should be the target group for this particular program based on the needs of the students.

### Cost

\$ 2750.00

### Challenges

The challenges were many because not only did the students have to deal with changes in staff on several occasions during the year, but also they had to get to know a new Principal for this school year. The student's negative behaviors were at an all time high, and this particular fourth grade class had some of the most negative behavior issues and some of the highest suspension rates in the beginning of the school year. Unfortunately, once they appeared to have some real continuity of instruction, they were faced with another huge change when in their last

quarter, their primary teacher returned, and there was no real closure with the long term substitute teacher. The students greatly verbalized their anger of losing their long term substitute teacher.

### Outcomes

Program outcomes were gauged by students' ability to increase their attention span, give positive reinforcement to their peers, and to be able to remember the four key points to the program. Initially, 42% out of a 100 met their goal, however by the end of the school year the goal was to have 75% reach 100, and 90% were able to reach their goal which averaged 97%.

### Comments

Students stated the following:

- I really like what I'm learning
- I just want you to know, I believe in myself more now than I did in the beginning of the year.
- The student whose mother had a terminal illness and died was able to read his goals to the class, and the students told him he had come a long way.

## A. Highlights from Featured School Programs

The featured programs are summarized according to Children First Program priority areas as follows (more detailed summaries to follow):

Four Priority Aims - School/Program Summary		
School/Program	Priority Number(s)	Priority Description(s)
Aiken University – Leadership Team, Trip to Berea	1, 2, 4	To decrease rates if truancy, suspension, and expulsion To decrease rates of drop out To increase school connectedness
Midway – No Name Calling Week	1, 3, 4	To decrease rates if truancy, suspension, and expulsion To decrease rates of abuse and neglect To increase school connectedness
Mt. Healthy – Parent Participation Is Popping	4	To increase school connectedness
Norwood – PRIDE Transition Camp	1, 2, 4	To decrease rates if truancy, suspension, and expulsion To decrease rates of drop out To increase school connectedness
Quebec Heights – Flag Day Ceremony	4	To increase school connectedness
Rothenberg – Constructing a Solar Oven	4	To increase school connectedness
Schwab – Live It Like You Mean It	1, 4	To decrease rates if truancy, suspension, and expulsion To increase school connectedness

This table summarized program highlights according to the four Priority Aims:

Activities by Priority	
Priority	Activity
1. To decrease rates if truancy, suspension, and expulsion	<ul style="list-style-type: none"> <li>Aiken University – Leadership Team, Trip to Berea</li> <li>Midway – No Name Calling Week</li> <li>Norwood – PRIDE Transition Camp</li> <li>Schwab – Live It Like You Mean It</li> </ul>
2. To decrease rates of drop out	<ul style="list-style-type: none"> <li>Aiken University – Leadership Team, Trip to Berea</li> <li>Norwood – PRIDE Transition Camp</li> </ul>
3. To decrease rates of abuse and neglect	<ul style="list-style-type: none"> <li>Midway – No Name Calling Week</li> </ul>
4. To increase school connectedness	<ul style="list-style-type: none"> <li>Aiken University – Leadership Team, Trip to Berea</li> <li>Midway – No Name Calling Week</li> <li>Mt. Healthy – Parent Participation Is Popping</li> <li>Norwood – PRIDE Transition Camp</li> <li>Quebec Heights – Flag Day Ceremony</li> <li>Rothenberg – Constructing a Solar Oven</li> <li>Schwab – Live It Like You Mean It</li> </ul>

# ***PROGRAM OUTCOMES***

*All Programs*



## **XI. Program Summaries(All Programs)**

Children First Program coordinators were asked to summarize programs in detail so that they could be described in the annual report and programs might be replicated across sites.

### **Ballroom Dancing by Bud Walters**

<b>Agency:</b>	Ballroom Dancing by Bud Walters
<b>Service:</b>	Provide ballroom dance lessons to schools
<b>School:</b>	Aiken, Schwab, Quebec Heights, Frost, Greener, Rothenberg, Midway, Rees E. Price, Norwood, Sharpsburg, Allison
<b>Outcome:</b>	Improve confidence, co-ordination, self-awareness, team spirit, respect for others, self-esteem, sense of purpose, and friendship skills.
<b>FCFC Priority:</b>	4
<b>Total Served:</b>	Approximately 200
<b>Outcome Target:</b>	To teach children: confidence, co-ordination, self awareness, team spirit, respect for others as well as self, focus, rhythm, timing, balance, control, and showmanship thru ballroom dance. Children will experience self esteem, a sense of purpose, and friendship skills.
<b>Measurement:</b>	Suspension reduction, discover hidden talents, a bonding with school, a commitment to learning, and family support.
<b>Results (reported results from school year 2007-2008):</b>	Presentation of skills in ballroom dance. The performance in May at Cincinnati Art Museum overall was a great success and the students were up for the challenge. The students showed a sense of pride and spirit of excellence. The administrative staff at most schools were supportive at time of instruction and worked behind the scenes to ensure the students would have a successful program. The theater was filled to capacity with families and friends thus proving positive results for the ballroom program.

## **Cancer Family Care, Treehouse Children's Services**

<b>Agency:</b>	Cancer Family Care, Treehouse Children's Services
<b>School:</b>	Aiken High School
<b>Service:</b>	Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one.
<b>Outcome:</b>	Improved ability to cope with cancer diagnosis or loss.
<b>FCFC Priority:</b>	Increase school connectedness. Decrease number of abused and neglected children.
<b>Total Number Served:</b>	11 students for group counseling 11 grief counseling 7 cancer related losses 4 death from other cause
<b>Outcome Target:</b>	85% of students receiving services will demonstrate improved ability to cope with the cancer or loss.
<b>Measurement:</b>	Standardized Coping Scale with a 10 point scale— Pre and Post Test 5 Question Behavioral Evaluation Pre and Post Tests for Groups 15 Question Behavioral Evaluation Pre and Post Tests for Individuals
<b>Results: (reported results from school year 2007-2008):</b>	73 % completed the Coping Scale Pre and Post Test with 73% demonstrating improvement on the Coping Scale. The average change in the Coping Scale was +2.0. 73% completed the 5 Question Behavioral Pre and Post Tests. At the end of the group, 75% noted decreased risk taking and 90% noted improved sleeping patterns.  Target was not met for improvement and only 11 of the projected 20 were served.



## Family Service

**Agency:** Family Service

**School:** Midway

**Service:** Family Attendance Support (service 1 of 2)

**Outcome:** Improved Attendance

**FCFC Priority:** Decrease Truancy

**Total Number Served:** 325 students enrolled in Midway school

**Outcome Target:** Overall school attendance will remain at 93% over the course of the year. Students referred to Family Service will decrease tardiness by 10%

**Measurement:** School records

**Results  
(reported results from  
school year 2007-2008):** Overall school attendance was 93.74%.  
Of the 23 served, 16 students (70%) showed improvement in tardiness.

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**School:** Midway

**Service:** Parent Involvement (service 2 of 2)

**Outcome:** Improved sense of connection to the school

**FCFC Priority:** School Connectedness

**Total Number Served:** All referred students (approximately 15)

**Outcome Target:** At least one family member of referred students will attend one or more school activities.  
Family members will complete a pre and post treatment survey and show an increase in their sense of connection to the school.

**Measurement:** Sign in sheets and Parent survey

**Results  
(reported results from  
school year 2007-2008):** 23 of 24 families referred attended one or more school activities.  
Of the 23 served, 21 parents (95.5%) rated the parent connectedness survey 7 or above. Two parents did not complete a survey at all.

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**School:** Quebec Heights

**Service:** Attendance Support (service 1 of 3)

**Outcome:** Improved Attendance

**FCFC Priority:** Decrease Truancy

**Total Number Served:** 333 students enrolled in Quebec Heights School

**Outcome Target:** Overall school attendance will remain consistent with 2006-2007 levels over the course of the year.

**Measurement:** School records

**Results (reported results from school year 2007-2008):** Overall school attendance record for school year 2007-2008 was 93.4%

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**School:** Quebec Heights

**Service:** Family Resource Center Coordinator (service 2 of 3)

**Outcome:** Increase parental involvement with school

**FCFC Priority:** Increase School Connectedness

**Total Number Served:** 333 families

**Outcome Target:** Of the 333 families enrolled in Quebec Heights, we expect 9 (2.5%) to volunteer at least one time in the Family Resource Center.

Of the 333 families enrolled in Quebec Heights, we expect 50 (15%) to participate in at least one Resource-Center-sponsored activity (for example, parent group, educational presentation, etc.).

Of the 50 families participating in Family Resource Center events, we expect 35 (70%) to indicate that participation increased their sense of connection to the school.

**Measurement:** Sign in sheets and exit survey

**Results (reported results from school year 2007-2008):** Quebec Heights had 11 volunteers (3.3%) in the Family Resource Center. They put in 1,980 hours of volunteer time over the course of the year.

166 parents (49.85%) participated in at least one resource center activity.

Of the 111 parents surveyed, 101 (91%) indicated a sense of connectedness to the school by rating 7 or above on our parent survey.

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<b>School:</b>	Quebec Heights
<b>Service:</b>	Second Step Groups (service 3 of 3)
<b>Outcome:</b>	Improved Ability to Manage Conflict
<b>FCFC Priority:</b>	Decrease suspensions and expulsions
<b>Total Number Served:</b>	50
<b>Outcome Target:</b>	Of the 50 served, 26 (60%) will show improved scores in at least 1 critical content area on post-group tests designed to measure knowledge of appropriate conflict management skills.
<b>Measurement:</b>	Pre/post tests
<b>Results (reported results from school year 2007-2008):</b>	No measurements to report because service was not provided at the request of Bob Meyers, FCF Coordinator.

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<b>Service:</b>	Attendance Support (service 1 of 2)
<b>Outcome:</b>	Improved Attendance
<b>FCFC Priority:</b>	Decrease Truancy
<b>Total Number Served:</b>	430 students projected for school year 2007-08
<b>Outcome Target:</b>	Overall school attendance will remain consistent with 2006-2007 levels over the course of the year. Referred students will increase their attendance rate to 90%.
<b>Measurement:</b>	School records
<b>Results (reported results from school year 2007-2008):</b>	The attendance for the year is 93.69%. Individual students were not referred for attendance issues due to the change in services requested by the Coordinator.

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<b>School:</b>	Rothenberg
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<b>Service:</b>	Family Engagement Case Manager (service 2 of 2)
<b>Outcome:</b>	Increase parental involvement with school
<b>FCFC Priority:</b>	Increase School Connectedness
<b>Total Number Served:</b>	430 student families
<b>Outcome Target:</b>	<p>Increase the number of volunteers at school to 10 regular volunteers.</p> <p>Increase the number of families of young children that participate in at least one School-sponsored activity (for example, parent group, educational presentation, etc.) by 10%.</p> <p>70% of the families participating in School events will indicate that participation increased their sense of connection to the school.</p>
<b>Measurement:</b>	Sign in sheets and exit survey
<b>Results (reported results from school year 2007-2008):</b>	<p>The Center stayed at 6 for School Year 2007-2008, however one new volunteer was recruited (and one lost) and one volunteer became more active.</p> <p>13 parents attended one or more of the following programs: Parent Sharing, Reading is fundamental, Parent Support and Parenting series.</p> <p>Of the 23 parents served 19 (82.6%) indicated a sense of connectedness to the school by rating 7 or above on our parent survey.</p>
<b>Success &amp; Challenges:</b>	<p>Family Service has been able to provide donations to the schools by outside donors, some of which included coffee, creamer, gift cards to restaurants and beauty salons. These were used to maintain our family centers and raffled to get parent participation. Family Service is very flexible allowing the change of services to occur within the needs of the FCF schools.</p> <p>At Quebec Heights all outcomes were met or exceeded.</p> <p>At Rothenberg one volunteer became more involved in the Parent Center and a new volunteer became engaged with the work of the Center.</p> <p>Also at Rothenberg the parents' interest in Oprah was developed into a very successful project. A vision board was set up at the School and students and families worked on developing life goals.</p> <p>At Midway the Coordinator reported high satisfaction with the amount of follow through and collaboration with teachers and parents.</p> <p>Rothenberg exceeded the goal set for parent connectedness.</p> <p>Each FCF school has different needs and trying to maintain a program that is consistent and yet individualized for each school has been a challenge.</p> <p>At Midway and Rothenberg, the focus of services changed between the proposal and delivery of service.</p> <p>At Rothenberg, the FSSM was unable to attend programming in the evening this lead to difficulties obtaining data and engaging families.</p>

## Hamilton County Educational Service Center

<b>Agency:</b>	Hamilton County Education Service Center
<b>Service:</b>	HCESC Attendance Services at Schwab
<b>School:</b>	Schwab
<b>Outcome:</b>	Decrease the number of trancies at Schwab Improve attendance of targeted students
<b>FCFC Priority:</b>	To reduce the number of suspensions, exclusions and trancies
<b>Total Number Served:</b>	The number served was determined by the number referred for attendance issues. 59 students were served for 2007-2008.
<b>Outcome Target:</b>	Of the students referred for Attendance Services, 75%-85% will show a decrease in truancy and an improvement in attendance over previous quarters.
<b>Measurement:</b>	School attendance records; data from the number of referrals, warning letters, diversionary court dockets, and official court documents indicating less students requiring more intensive attendance services (e.g. less needing Diversionary Court after the Warning Letter, less needing Official Court after Diversionary Court, etc.). Success will be based on the percentage of improvement in each of these areas over the data from the previous year at Schwab (e.g., of the x number referred, x showed improved attendance of x % over previous quarters).
<b>Results (reported results from school year 2007-2008):</b>	There were 42 of the 59 students referred for attendance services because of truancy for unexcused absences. Of the 42 students, 38 or 90.5% showed improvement in their attendance. There were 4 students or 9.5% whose attendance took a turn for the worse. Attendance data was gathered through office records. See Table 1 below.

Table 1 Attendance (Unexcused Absences)		
Students Referred	Improved	Worsened
42	38 = 90.5%	4 = 9.5%

Diversionary Court offered through HCESC had a tremendous impact on 31 of the 42 students. After the Diversionary Court session with their parents, these elementary students went from having anywhere from 2 to 35 unexcused absences to zero (0). This means 73.8% of the students had perfect attendance after this diversionary court intervention. See Table 2 below. This data indicates that when we catch students early enough and involve their parents, we can create a positive mindset with the family to make sure their children are in school learning.

Table 2 Absences/Diversionary Court		
Student Improvement	Absences Before	Absences After

	Diversiónary Court	Diversiónary Court
73.8%	Range of 2 to 35 unexcused absences	0 absences "Perfect Attendance"

The school also had students who were frequently tardy. Forty-six (46) of the 59 students were referred with a range of 1 to 31 tardies. Of the 46 students, 34 or 73.9% showed improvement. There were 10 students (21.8%) who had worse tardiness and 2 students (4.3%) who remained at the same level. See Table 3 below.

Table 3 Tardies (Unexcused)		
Improved	Stayed the Same	Worsened
34 or 73.9%	2 = 4.3%	10 = 21.8%

Diversiónary Court offered through HCESC had a significant impact on 15 of the 46 students. After the Diversiónary Court session with their parents, these elementary students went from having anywhere from 1 to 31 unexcused tardies to zero (0). This means that 32.6% of the students had "perfect attendance" after this Diversiónary Court intervention. See Table 4 below.

Table 4 Tardies/Diversiónary Court		
Student Improvement	Tardies Before Diversiónary Court	Tardies After Diversiónary Court
32.6%	Range of 1 to 31 unexcused absences	0 absences "Perfect Attendance"

In addition to truancy charges, unruly charges were filed on 9 of the 59 students. Unruly charges include fighting, profanity, damaging property, disobedience, etc. There were 5 students or 55.6% from this group of 9 who dramatically improved their behavior and attendance after being taken to the Diversiónary Court run by HCESC. One (1) student worsened. In these cases, students had office referrals for these inappropriate behaviors which were indicated in discipline office records. These behaviors were reduced after attending the HCESC Diversiónary Court sessions with their parents. Their attendance greatly improved as well. Two (2) of the 9 students with an unruly charge withdrew from school prior to any Diversiónary Court services could be offered. See Table 5 below.

Table 5 Unruly Charges		
Students	Improved	Worsened
9	5 = 55.6%	1 = 11.1%

There were some families which had multiple students from the same family who had truancy and unexcused attendance issues. The students whose parents attended the Diversiónary Court and parent conferences made dramatic improvement in their attendance. There was a 92.9% improvement in unexcused absences and attendance for these students. Additionally, 85.7% of those students improved so well they had perfect attendance afterward. See Table 6 below.

Table 6 Family Involvement			
Families/Students	Improved	Perfect Attendance	Worsened
7/17	92.9%	85.7%	7.1%

The goal of the HCESC Attendance Program is to decrease the number of unexcused absences and tardies once a referral is made and the family attends the HCESC Diversionary Court. The overall data suggests that HCESC's Attendance Program is very capable of improving attendance and disciplinary behavior of targeted students at Schwab.

## **Jewish Family Service**

<b>Agency:</b>	Jewish Family Service
<b>Service:</b>	Parenting Education/Active Parenting
<b>School:</b>	Rothenberg Preparatory Academy
<b>Outcome:</b>	Increase connection to school, knowledge about child development, positive parenting, and its relationship to violence prevention.
<b>FCFC Priority:</b>	Parents increasing school connectedness and teaching positive parenting skills and violence prevention.
<b>Total Number Served:</b>	10 parents total for Fall and Spring.
<b>Outcome Target:</b>	Out of 8 parents 10 parents who attend the four session parent group (80%) will show correct answers to specific questions as a way of measuring knowledge gained. Parents will learn information about child development, positive discipline techniques, temperament and problem solving. Through evaluation, 80% of those attending will report learning new parenting skills that are applied at home.
<b>Measurement:</b>	Parents will complete pre- and post-tests to show increased knowledge. Parents will be asked to complete evaluations at the completion of the four-week group.
<b>Results (reported results from school year 2007-2008):</b>	<p>On the evaluations, 100% of the parents indicated that they agreed or strongly agreed with the following statements:</p> <ul style="list-style-type: none"><li>The presenter addressed issues important to me.</li><li>I learned new parenting skills and will apply at home.</li><li>The knowledge gained will be used in the future</li><li>I would recommend this program to others.</li><li>I am better able to cope when things go wrong</li></ul> <p>We asked the following True/False questions on the evaluation/post-test to measure the parents' learning. Overall 75% of the questions were answered correctly.</p> <ul style="list-style-type: none"><li>○ Probably my biggest responsibility as a parent is to teach my child to be quiet and listen to others.</li><li>○ It confuses young children to give them choices so just tell them clearly what you want.</li><li>○ Reading to my child will bring enjoyment but will not help him or her learn to read.</li><li>○ My toddler learns by imitating the actions of the parent/caregiver</li><li>○ Parents need to learn about developmental stages so they do not expect their child to do things he/she is not capable of.</li><li>○ Sometimes my child misbehaves because he/she needs attention.</li></ul>



- Children need discipline that hurts a little so that they remember the lesson later.
  - Children need encouragement as much as they need discipline.
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<b>Service:</b>	Teen Dating Violence Prevention
<b>School:</b>	Quebec Heights
<b>Outcome:</b>	To decrease the number of abused and neglected children through education. Pre and post- tests as well as specific questions on the program evaluation will be used to capture outcomes.
<b>FCFC Priority:</b>	To decrease the number of abused and neglected children.
<b>Total Number Served:</b>	74 students at Quebec Heights (7 & 8 grade)
<b>Outcome Target:</b>	Out of the 100 students receiving TDVP, 75 (75%) will show improved test scores. Out of 100 (80%) of the students will report that they are better prepared to respond to teen dating violence as a result of the program. (Total number of classes 4.)
<b>Measurement:</b>	Pre /post-tests as well as program evaluation will be used to measure improvement and usefulness of information.
<b>Results (reported results from school year 2007-2008):</b>	<p>The results were as follows:</p> <p>Students who understood the red flag warning signs of an abusive relationship</p> <p>Pre-tests – 71% knew (31students of 45 who answered)</p> <p>Post-tests – 75% correct (44 of 59 who answered)</p> <p>Students who reported learning the definition of teen dating violence</p> <p>Pre-tests – 82% knew (37students of 47 who answered)</p> <p>Post-tests – 81% correct (48 of 59 who answered)</p> <p>Students who reported knowing three strategies to help a friend in an abusive relationship.</p> <p>Pre-tests – 37% knew (11 students of 47 who answered)</p> <p>Post-tests – 78% correct (36 of 46 who answered)</p> <p>Students who improved scores from pre-test and post- test</p> <p>50% improved their scores (16 of 32)</p> <p>The program evaluations showed:</p> <p>89% of the students who answered reported that they are better prepared to respond to teen dating violence as a result of the TDVP program</p> <p>31% of the students who answered reported knowing someone who was affected by sexual assault</p> <p>25 % of the students who answered reported knowing someone who was affected by teen dating violence.</p>

## Live It Like You Mean It

<b>Agency:</b>	Live It Like You Mean It, LLC (LILYMI)
<b>Service:</b>	Self-leadership Workshops, Mr. Emotions and Friends
<b>School:</b>	Midway Elementary
<b>Outcome:</b>	Elementary school children will increase self-confidence while learning skills to cope with the challenges in their every-day lives.
<b>FCFC Priority:</b>	Increase school connectedness
<b>Total Number Served:</b>	60 students
<b>Outcome Target:</b>	75% of the participants will complete a post-test with 100% accuracy.
<b>Measurement:</b>	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
<b>Results (reported results from school year 2007-2008):</b>	Approximately 79 students participated across 4 classes. They participated in one large group instead of being separated by classes and achieved the targeted outcome.  98% achieved 100%.

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<b>Service:</b>	Self-leadership Workshops
<b>School:</b>	Mt. Healthy Elementary Schools
<b>Outcome:</b>	Elementary school age children will increase self-confidence while learning skills to cope with the challenges in their every-day lives.
<b>FCFC Priority:</b>	Increase school connectedness
<b>Total Number Served:</b>	100 students
<b>Outcome Target:</b>	75% of the participants will complete a post-test with 100% accuracy.
<b>Measurement:</b>	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
<b>Results (reported results from school year 2007-2008):</b>	Greener Elem: Approximately 52 students participated across 3 classes and all achieved the targeted outcome. Class 1: 100% achieved 100% Class 2: 98% achieved 100% Class 3: 96% achieved 100%

Frost Elem: Approximately 42 students participated across 2 classes and all achieved the targeted outcome.

Class 1: 100% achieved 100%

Class 2: 100% achieved 100%

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<b>Service:</b>	Self-leadership Workshops
<b>School:</b>	Norwood - Allison Elementary School
<b>Outcome:</b>	Elementary school age children will increase self-confidence while learning skills to cope with the challenges in their every-day lives.
<b>FCFC Priority:</b>	Increase school connectedness
<b>Total Number Served:</b>	60 students
<b>Outcome Target:</b>	75% of the participants will complete a post-test with 100% accuracy.
<b>Measurement:</b>	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
<b>Results (reported results from school year 2007-2008):</b>	Approximately 40 students participated across 2 classes and all achieved the targeted outcome. Class 1: 97% achieved 100% Class 2: 100% achieved 100%

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<b>Service:</b>	Self-leadership Workshops
<b>School:</b>	Norwood - Sharpsburg Elementary School
<b>Outcome:</b>	Elementary school age children will increase self-confidence while learning skills to cope with the challenges in their every-day lives.
<b>FCFC Priority:</b>	Increase school connectedness
<b>Total Number Served:</b>	60 students
<b>Outcome Target:</b>	75% of the participants will complete a post-test with 100% accuracy.
<b>Measurement:</b>	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
<b>Results (reported results from school year 2007-2008):</b>	3 classes participated for a total of about 60 students. They all achieved the outcome target: Class 1: 97% achieved 100% Class 2: 90% achieved 100% Class 3: 92% achieved 100%

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**Service:** Self-leadership Workshops

**School:** Schwab Elementary School

**Outcome:** Fourth grade students will increase self-confidence while learning skills to cope with the challenges in their every-day lives. Primary learning focus will be on coping, social and decision making skills.

**FCFC Priority:** Increase school connectedness

**Total Number Served:** 25 students

**Outcome Target:** 75% of the participants will complete a post-test with 100% accuracy.

**Measurement:** Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.

**Results (reported results from school year 2007-2008):** Approximately 26 students participated in one class and achieved the targeted outcome. 97% achieved 100%.

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**Service:** Self-leadership Workshops

**School:** Schwab Elementary School

**Outcome:** Kindergarten participants will increase self-confidence while learning coping and social skills to appropriately handle every day challenges in their lives.

**FCFC Priority:** Increase school connectedness

**Total Number Served:** 20 students

**Outcome Target:** 75% of the participants will complete a post-test with 100% accuracy.

**Measurement:** Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.

**Results (reported results from school year 2007-2008):** Approximately 25 students participated across two classes and all achieved the targeted outcome.  
Class 1: 97% achieved 100%  
Class 2: 97% achieved 100%

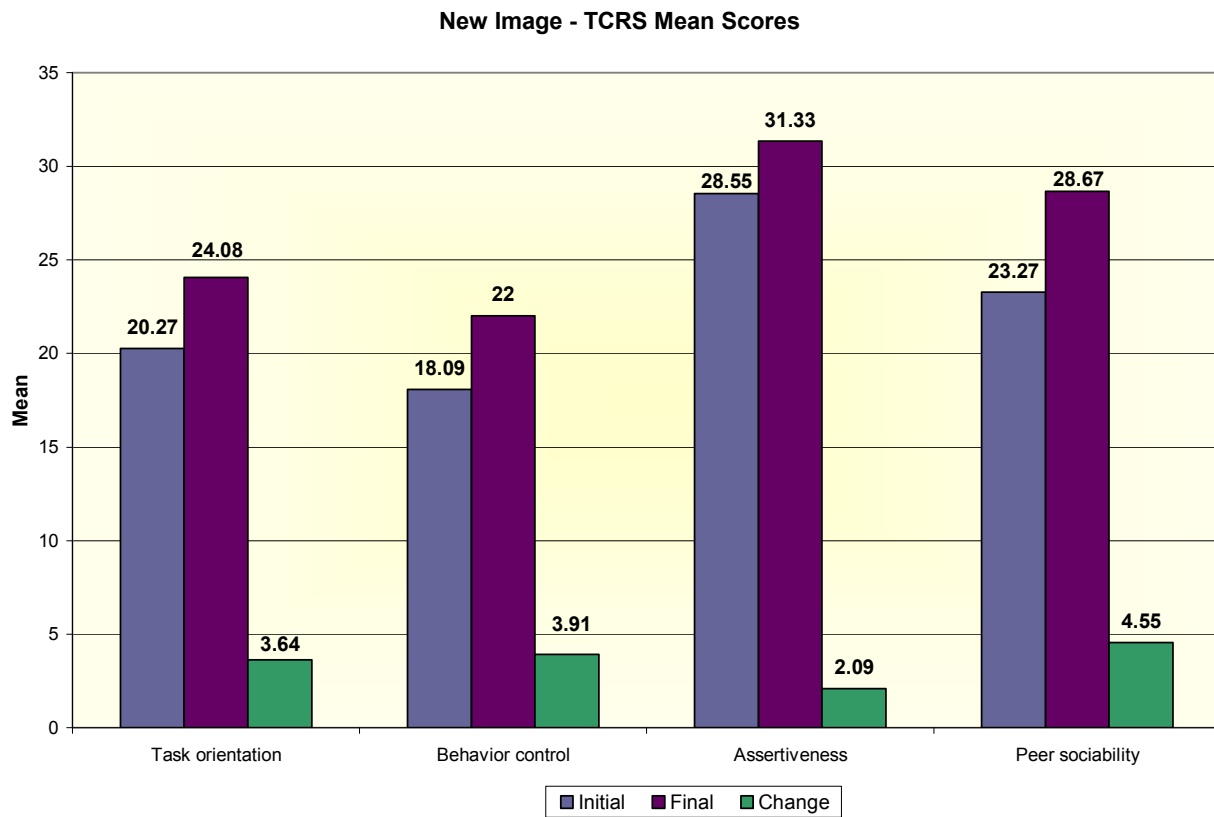
## **Maureen Donnelly**

<b>Agency:</b>	Maureen Donnelly
<b>Service:</b>	Literacy and Photography Project for first and second graders. Phase I and II – Two ten week programs, fall and spring Event Coverage – Holiday Family Night Mother Daughter Breakfast Eighth Grade Portrait Project
<b>School:</b>	Rothenberg
<b>Outcome:</b>	Improved ability to learn vocabulary words and definitions using a photography project as a catalyst.
<b>FCFC Priority:</b>	Improve school connectedness. Decrease in absenteeism.
<b>Total Number Served:</b>	10 students in photo club Holiday Family Night – 33 families – 123 children and adults Mother Daughter Breakfast – 39 group shots – 114 children and adults Eighth Grade Portrait Project – 30 students
<b>Outcome Target:</b>	Out of the 40 students in Grades 1 participating in the Literacy through Photography Project 85% will show improved retention of vocabulary words and definitions. There will be a control group that will not participate in Phase I of the project.
<b>Measurement:</b>	Pre and post test will be given to all students in Grades 1 including the control group to demonstrate retention of vocabulary words and definitions. A Self-Esteem Scale and Photography Skills Set Scale were administered to Photo Club participants.
<b>Results (reported results from school year 2007-2008):</b>	While the project was presented at the beginning of the year, the recruitment of a core group of students from the Monday Homework Club was not successful. With the exception of two students, attendance was sporadic after school. Two of the initial ten students completed both a pre and post tests – Self-Esteem Scale and a Photography Skills Set Scale. There was an improvement of #1 point on a five point scale for both students on the Self-Esteem Scale and on the Photography Skills Set Scale there was an improvement of 85% for both students. Consequently, the initial project for first graders was not completed. However, 2-3 students photographed the two special events and reported positive feedback from families and teachers. Over 72 group shots were completed by the students – over 237 adults and children. All families received an 8x10 portrait. The Eighth Grade Portrait Project did allow the two students to photograph and interview eighth graders before graduation. The

Portrait Display at the graduation ceremony was well-received and 30 students received 8x10 portraits of themselves.

## New Image

**Agency:** New Image  
**School:** Unavailable  
**Service:** Unavailable  
**Outcome:** Unavailable  
**FCFC Priority:** Unavailable  
**Total Number Served:** 12 Students  
**Outcome Target:** Unavailable  
**Measurement:** TCRS  
**Results:** See chart below for TCRS scores.  
**(reported results from school year 2007-2008):**



## Positive Approach, LLC

**Agency:** Positive Approach, LLC

**School:** Quebec Heights, Schwab, Rothenberg and Midway

**Service:** Second Step

**Outcome:** To reduce impulsive and aggressive behaviors  
To increase social competence

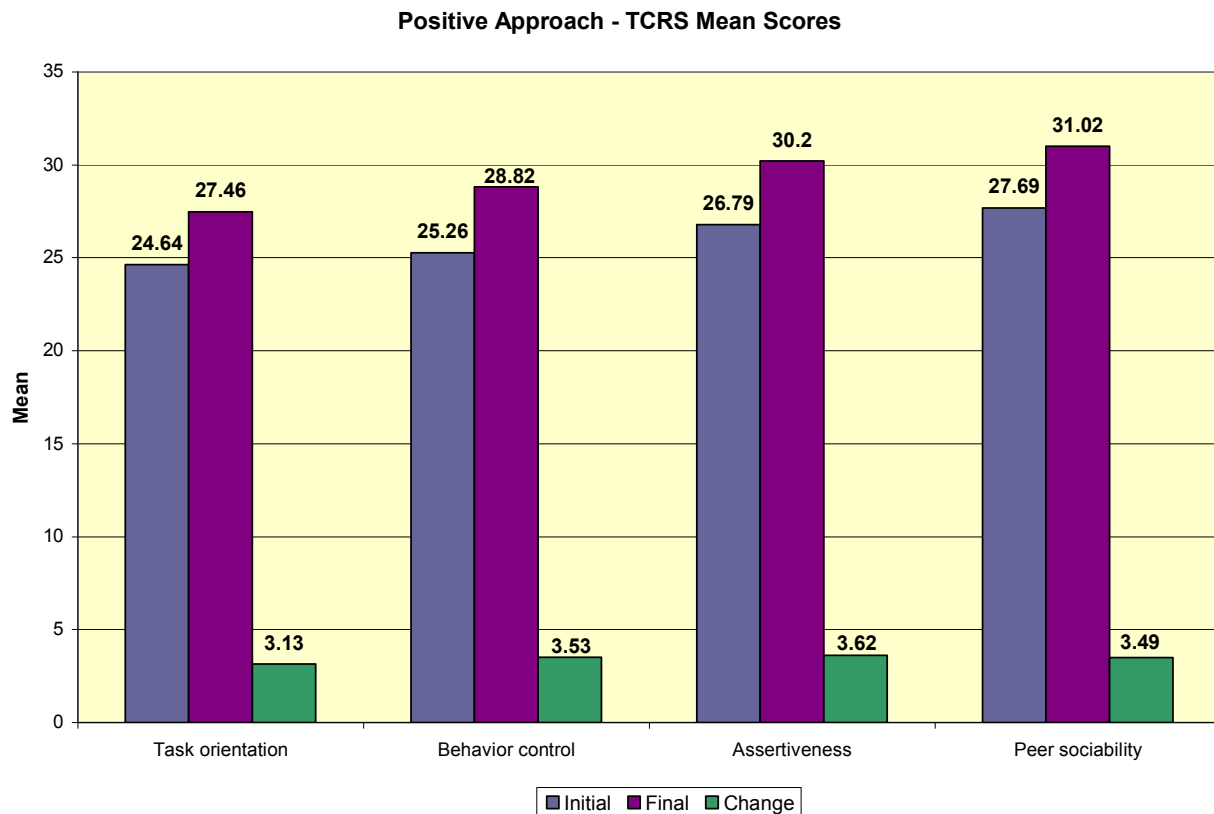
**FCFC Priority:** To reduce the number of suspensions and expulsions.

**Total Number Served:** 200 Quebec Heights  
40 Schwab  
75 Rothenberg  
32 Midway

**Outcome Target:** 80% of students serviced at each school demonstrated improvement in appropriate social skills and reduction in aggressive behaviors.

**Measurement:** TCRS, evaluation report

**Results:** See chart below.  
**(reported results from school year 2007-2008):**





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<b>School:</b>	Aiken and Midway
<b>Service:</b>	Anger Management
<b>Outcome:</b>	To increase positive social skills To increase positive problem solving skills To increase decision making skills
<b>FCFC Priority:</b>	To reduce the number of suspensions and expulsions To reduce number of drop-outs and improve attendance
<b>Total Number Served:</b>	50 Aiken 8 Midway
<b>Outcome Target:</b>	80% of students serviced at each school demonstrated improvement in social skills and attendance as well as a reduction in suspension and expulsions.
<b>Measurement:</b>	TCRS, school records
<b>Results: (reported results from school year 2007-2008):</b>	See chart above.

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<b>School:</b>	Quebec Heights, Schwab, Rothenberg and Midway
<b>Service:</b>	Leadership Resiliency Program
<b>Outcome:</b>	To reduce impulsive and aggressive behaviors To increase social competence To increase self-esteem
<b>FCFC Priority:</b>	To reduce the number of suspensions and expulsions.
<b>Total Number Served:</b>	40 Quebec Heights 20 Schwab 80 Rothenberg 18 Midway
<b>Outcome Target:</b>	80% of students serviced at each school demonstrated improvement in social skills and attendance and a reduction in their suspension rate.
<b>Measurement:</b>	TCRS, school records
<b>Results: (reported results from school year 2007-2008):</b>	See chart above.

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<b>School:</b>	Aiken
<b>Service:</b>	"Winners Walk Tall"
<b>Outcome:</b>	To increase levels of social competence To increase social connectedness
<b>FCFC Priority:</b>	To increase levels of social competence To increase social connectedness
<b>Total Number Served:</b>	10 Aiken
<b>Outcome Target:</b>	80% of students demonstrated an improvement in social competence and school connectedness.
<b>Measurement:</b>	TCRS, teacher reports
<b>Results: (reported results from school year 2007-2008):</b>	See chart above.

## PregnancyCare of Cincinnati

<b>Agency:</b>	PregnancyCare of Cincinnati
<b>School:</b>	Quebec Heights and Rothenberg Schools were served. Due to scheduling challenges with the school, Midway 6 <sup>th</sup> graders were not served.
<b>Service:</b>	"Making Abstinence Possible" MAP 6 <sup>th</sup> Grade Presentations
<b>Outcome:</b>	Positive changes in attitude and knowledge level towards sexual abstinence until marriage.
<b>FCFC Priority:</b>	Increase attendance and school connectedness
<b>Total Number Served:</b>	Projected Total Number Served: 210 Actual Total Number Served: 42 (lower than expected participants in Quebec Heights and Rothenberg and Midway 6 <sup>th</sup> graders were not served due to scheduling challenges. Quebec Heights had projected 60 students served with only 25 students being served and Rothenberg had projected 30 students served with only 17 students being served.)
<b>Outcome Target:</b>	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
<b>Measurement:</b>	Pre-Survey and Post -Survey tool
<b>Results (reported results from school year 2007-2008):</b>	Positive attitude movement was evident in all ten questions on the survey. The most significant positive changes in attitude and knowledge were revealed through statements such as "Having sex before marriage could result in problems which could keep a person from reaching their goals in the future" – on the pre-survey given prior to the first presentation, 47% of the students responded yes to this statement, with <b>86%</b> responding yes at the end of the presentation on the post-survey. This indicates a favorable attitude/knowledge <i>change of 39%</i> . For the statement, "A person can get a sexually transmitted disease by having sex just once", 61% of the students responded yes to the statement on the pre-survey, with <b>91%</b> responding yes on the post-survey, indicating a favorable knowledge <i>change of 30%</i> . For the statement, "Renewed virginity is a healthy choice for teenagers who have had sex before", 39% of the students responded yes to this statement on the pre-survey, with <b>83%</b> responding yes on the post-survey, indicating a favorable attitude <i>change of 44%</i> . For the statement, "From this day forward I will save sexual intercourse until marriage", 46% of the students responded yes to this statement on the pre-survey, with <b>66%</b> responding yes on the post-survey indicating a favorable attitude <i>change of 20%</i> . For the statement, "My character would be negatively affected by engaging in sex", 49% of the students responded yes to this

statement on the pre-survey, with **74%** responding yes on the post-survey, indicating a favorable attitude *change of 25%*.

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<b>School:</b>	Norwood Middle School, Quebec Heights and Rothenberg. Due to scheduling challenges, Midway 7 <sup>th</sup> and 8 <sup>th</sup> grades were not served.
<b>Service:</b>	“Making Abstinence Possible” MAP Presentations for 7 <sup>th</sup> /8 <sup>th</sup> Grade Students.
<b>Outcome:</b>	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
<b>FCFC Priority:</b>	Increase attendance and increase school connectedness
<b>Total Number Served:</b>	Projected Total Number Served: 400 Actual Total Number Served: 241 (lower than expected participants in all three schools and Midway 7 <sup>th</sup> and 8 <sup>th</sup> grade students were not served due to scheduling challenges.)
<b>Outcome Target:</b>	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
<b>Measurement:</b>	Pre-survey and post-survey tool.
<b>Results (reported results from school year 2007-2008):</b>	Positive attitude movement was evident in all ten questions on the survey. The most significant changes in attitude and knowledge were revealed through such statements such as “The benefits of waiting until a person is married to have sex are more important than engaging in premarital sex” – on the pre-survey given prior to the first presentation, 55% of the students responded yes to this statement, with <b>75%</b> responding yes at the end of the presentation on the post-survey. This indicates a favorable attitude <i>change of 20%</i> . For the statement, “Having sex before marriage could result in problems which could keep a person from reaching their goals in the future”, 67% of the students responded yes to the statement on the pre-survey, with <b>83%</b> responding yes on the post-survey, indicating a favorable attitude and knowledge <i>change of 16%</i> . For the statement, “Renewed virginity is a healthy choice for teenagers who have had sex before”, 32% of the students responded yes to the statement on the pre-survey, with <b>61%</b> responding yes on the post-survey, indicating a favorable attitude <i>change of 29%</i> . For the statement, “Participating in oral sex is one way a person could become infected with an STD”, 63% of the students responded yes to the statement on the pre-survey, with <b>85%</b> responding yes on the post-survey, indicating a favorable knowledge <i>change of 22%</i> . For the statement, “My character would be negatively affected by engaging in sex”, 33% of the students responded yes to the statement on the pre-survey,

with **57%** of the students responding yes on the post-survey, indicating a favorable attitude *change of 24%*.

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<b>Service:</b>	Human Growth and Development (Puberty) Presentations for 5 <sup>th</sup> or 6 <sup>th</sup> Grade
<b>School:</b>	Norwood – Allison Elementary and Sharpsburg Elementary, Quebec Heights and Rothenberg Schools were served. Due to scheduling challenges with the school, Midway was not served.
<b>Outcome:</b>	Positive changes in attitude and knowledge level toward human growth and development and sexual abstinence until marriage.
<b>FCFC Priority:</b>	Increase attendance and increase school connectedness.
<b>Total Number Served:</b>	Projected Number Served: 195 Actual Number Served: 188 students were served. (Lower than expected participants in Quebec and Rothenberg.)
<b>Outcome Target:</b>	Out of the students receiving puberty education, we expect 25% to show positive changes in attitude and knowledge.
<b>Measurement:</b>	Pre-Survey and Post-Survey nine question evaluation tool
<b>Results (reported results from school year 2007-2008):</b>	Positive attitude movement was evident in all nine questions on the survey. The most significant positive changes in attitude and knowledge were revealed through statements such as “Abstinence is the only protection that keeps you 100% safe from pregnancy and STD’s” – on the pre-survey given prior to the first presentation, 31% of the students responded yes to this statement, with <b>77%</b> responding yes at the end of the final presentation on the post-survey. This indicates a favorable attitude/knowledge <i>change of 46%</i> . For the statement, “I plan to choose abstinence”, 47% of the students responded yes to this statement on the pre-survey, with <b>69%</b> responding yes on the post-survey at the end of the final presentation. This indicates a favorable attitude <i>change of 22%</i> . For the statement, “I’ve talked about abstinence with an adult at home”, 29% of the students responded yes to this statement on the pre-survey, with <b>62%</b> responding yes on the post-survey, indicating a favorable attitude <i>change of 33%</i> . For the statement, “Saying no to sex before marriage would be good for my health”, 59% of the students responded yes to this statement on the pre-survey, with <b>84%</b> responding yes on the post-survey, indicating a favorable attitude <i>change of 25%</i> . For the statement, “I know the two main ways I could get HIV/AIDS”, 40% of the students responded yes to this statement on the pre-survey, with <b>89%</b> responding yes on the post-survey, indicating a favorable knowledge <i>change of 49%</i> .

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**Service:** “Making Abstinence Possible” MAP Presentations for 9-12<sup>th</sup> Grade.

<b>School:</b>	Aiken High School
<b>Outcome:</b>	Positive changes in attitude and knowledge towards sexual abstinence until marriage.
<b>FCFC Priority:</b>	Increase attendance and increase school connectedness.
<b>Total Number Served:</b>	Projected Total Number Served: 160 Actual Total Number Served: 58 (lower than expected participants due to lower school enrollment.)
<b>Outcome Target:</b>	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
<b>Measurement:</b>	Pre-Survey and Post-Survey Evaluation Tool.
<b>Results (reported results from school year 2007-2008):</b>	Not only was the actual number of students served lower due to reduced school enrollment, but the three day presentation had attendance challenges. Fifty-eight students attended the first day of the presentation and took the pre-survey, but on the third day of the presentation, only 24 students were present to participate in the session and take the post-test. In spite of this, our results show positive change in attitude and knowledge. For example, for the statement, "The benefits of waiting until a person is married to have sex are more important than engaging in premarital sex", 43% of the students responded yes to this statement on the pre-survey, with <b>75%</b> responding yes on the post-survey indicating a favorable attitude <i>change of 32%</i> . For the statement, "Once a person has sex it is possible to stop having sex", 56% of the students responded yes on the pre-survey, with <b>71%</b> of the students responding yes on the post-survey, indicating a favorable attitude and knowledge <i>change of 15%</i> . For the statement, "Renewed virginity is a healthy choice for teenagers who have had sex before", 52% of the students responded yes to this statement on the pre-survey, with <b>67%</b> responding yes on the post-survey, indicating a favorable attitude <i>change of 15%</i> .

### **Sarah Center**

<b>Agency:</b>	Sarah Center
<b>Service:</b>	Jewelry making class to parent group
<b>School:</b>	Rothenberg
<b>Outcome:</b>	Parents learn quality control and marketable skills.
<b>FCFC Priority:</b>	Increased connectedness
<b>Total Number Served:</b>	8-10 parents
<b>Outcome Target:</b>	Five parents to continue the work.
<b>Measurement:</b>	Finished products
<b>Results (reported results from school year 2007-2008):</b>	Due to nature of program, results data is unavailable.

## **Sparked**

<b>Agency:</b>	Sparked
<b>Service:</b>	Behavior Management Programs
<b>School:</b>	Midway
<b>Outcome:</b>	To provide students with a safe place to express and explore feelings. To help students learn behavior management skills that will improve attendance, reduce fighting, and help them to feel more apart of their school.
<b>FCFC Priority:</b>	Improved attendance, reduce fighting, increase school connectedness.
<b>Total Number Served:</b>	40 Students
<b>Outcome Target:</b>	Out of the 40 students served this program 30 students are expected to have reduced fighting, improved attendance, feel more connected to their school
<b>Measurement:</b>	Attendance records, suspension and expulsion records, discipline referral records, student evaluations, teacher evaluations.
<b>Results (reported results from school year 2007-2008):</b>	Results data is unavailable.



## **SUMA/ Talbert House**

**Agency:** SUMA/ Talbert House

**Service:** During the 2007-2008 school year (actual dates of service – September, 2007 through May 2008), SUMA was very pleased to have had the opportunity to provide comprehensive pregnancy prevention services to the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> graders of Schwab Elementary School. SUMA's Family Life Educators served an average of 65 students two days per week for a total of six bells per week for the entire school year.

SUMA's staff delivered comprehensive pregnancy prevention/life skills services through a specialized curriculum developed specifically for this age group. The program is called the ART (Assertive Responsible Teen) Program. It is a highly interactive, culturally competent curriculum which incorporated the physiological, emotional and social changes that occur during adolescence. It also includes youth development strategies, community and cultural values and competent abstinence strategies. The curriculum was designed for the personal exploration of each student to help understand self and to better understand how values impact decision-making. The developmental sequence of the program placed appropriate priority on self-development to ensure that the students know what to do and how to handle the information they received. It also placed abstinence information in the context of family and community values and responsibility. The students engaged in role-playing exercises, group discussions, and other creative exercises to help them understand their values and how these values are reflected in the decisions they make. The Family Life Educators also used a variety of techniques to help students develop positive self-images and provided them with accurate information regarding the negative consequences on a range of risky behaviors (i.e. alcohol and substance abuse, skipping school, cigarette smoking, etc.).

**School:** Schwab School

**Outcome:** To educate participants to delay the onset of sexual activity and encourage abstinence until marriage.

To identify, educate, and reduce other risky behaviors among program participants such as using drugs, alcohol, cigarettes, and skipping school.

To increase program participants' knowledge regarding adolescent development and anatomy.

<b>FCFC Priority:</b>	SUMA seeks to help young people make wise, responsible choices so that they become self-sufficient, productive adults. In alliance with the Children First Plan, SUMA seeks to reduce the number of suspensions and expulsions, high school drop-outs as well as increase school connectedness. Promoting the value of education is an underlying theme of SUMA and the ART Program. During the 2007-2008 school year, SUMA's family life educator noticed a decrease in the amount of students served weekly as the year progressed. SUMA noticed a significant drop in attendance toward the end of the school year. Some of the absences were due to in-school and out-of –school suspension. SUMA hopes to make a more concentrated effort next school year to encourage the participants to attend school and value education.
<b>Total Number Served:</b>	During the 2007-2008 school year, SUMA offered 30 sixty-minute sessions to 72 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> and 8 <sup>th</sup> graders. The weekly and monthly attendance averaged 65 students.
<b>Outcome Target:</b>	<p>At the completion of program, 86% of program participants understand that having sex is something only married adults should do.</p> <p>At the completion of the program, 92% of program participants intend to remain abstinent until marriage.</p> <p>At the completion of the program, 95% of program participants intend on not becoming pregnant or not making someone pregnant until marriage.</p> <p>At the completion of the program, 95% of program participants agree that sex can cause serious problems for teens.</p> <p>During the program, 95% of program participants did not use alcohol and/or drugs.</p> <p>During the program, 95% of program participants intended to say “no” if offered alcohol.</p> <p>During the program, 95% of program participants intend not to smoke cigarettes.</p> <p>During the program, 92% of program participants intended not to skip school.</p> <p>At the completion of the program, 95% program participants increased their knowledge of the correct terminology of the male and female anatomy.</p> <p>At the completion of the program, 95% program participants increased their understanding and knowledge of the developmental unfolding of puberty.</p> <p>At the completion of the program, 95% program participants increased their knowledge and understanding of sexually transmitted infections (STI's).</p> <p>At the completion of the program, 95% program participants increased their knowledge and understanding of good grooming, proper hygiene and overall physical wellness.</p>
<b>Measurement:</b>	Tools utilized to measure results were tests, quizzes, and writing assignments pertaining to the subject matter throughout the school year, as well as pre and post Teacher Child Rating Surveys.

**Results  
(reported results from  
school year 2007-2008):**

Goal 1: To educate participants to delay the onset of sexual activity and encourage abstinence until marriage.

At the completion of program, 86% of program participants understand that having sex is something only married adults should do.

At the completion of the program, 92% of program participants intend to remain abstinent until marriage.

At the completion of the program, 95% of program participants intend on not becoming pregnant or not making someone pregnant until marriage.

At the completion of the program, 95% of program participants agree that sex can cause serious problems for teens.

Goal 2: To identify, educate, and reduce other risky behaviors among program participants such as using drugs, alcohol, cigarettes, and skipping school.

During the program, 95% of program participants did not use alcohol and/or drugs.

During the program, 95% of program participants intended to say "no" if offered alcohol.

During the program, 95% of program participants intend not to smoke cigarettes.

During the program, 92% of program participants intended not to skip school.

Goal 3: To increase program participants' knowledge regarding adolescent development and anatomy.

At the completion of the program, 95% program participants increased their knowledge of the correct terminology of the male and female anatomy.

At the completion of the program, 95% program participants increased their understanding and knowledge of the developmental unfolding of puberty.

At the completion of the program, 95% program participants increased their knowledge and understanding of sexually transmitted infections (STI's).

At the completion of the program, 95% program participants increased their knowledge and understanding of good grooming, proper hygiene and overall physical wellness.

**Success & Challenges:**

One of the biggest successes during the past school year was the ability to effectively deliver the curriculum to a majority of the students. The fifth and sixth graders were extremely mature and ready to learn. They truly bought into the program and were very receptive. As always, the rapport with De'Lisa Moore, Service coordinator, the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade teachers, and the office staff aided our success.

One of the biggest challenges was reaching students that had poor attendance or poor social (behavior) skills. They appeared disinterested and were extremely difficult to engage in the activities. In addition to enrollment numbers have declining which would not allow us to serve our proposed goal.

## Talbert House

<b>Agency:</b>	Talbert House
<b>Service:</b>	Substance Abuse Prevention <i>Norwood City Schools:</i> <ul style="list-style-type: none"><li>• Problem ID and Referral</li><li>• Substance abuse education (classroom and individual)</li><li>• Teacher Consultation</li></ul> <i>Mt. Healthy Schools:</i> <ul style="list-style-type: none"><li>• Substance abuse education (Classroom based <i>Life skills</i> curriculum)</li></ul>
<b>School:</b>	Norwood City Schools and Mt. Healthy Schools
<b>Outcome:</b>	Reduce disciplinary actions in school; increase knowledge of and negative attitudes about substance use and violence; halt early use of substances; and, increase students' perceptions of competence and self-worth.
<b>FCFC Priority:</b>	Decrease in # of suspensions, and exclusions. Increase in school connectedness. Decrease truancy.
<b>Total Number Served:</b>	274 Norwood City Schools: 113 Mt. Healthy Schools: 161
<b>Outcome Target:</b>	<i>Norwood City Schools:</i> 25% of the students referred for Problem ID and Referral services who demonstrate high probability of substance use/dependency will commit to abstinence.  <i>Mt. Healthy Schools:</i> Year 1, 45%(Life Skills) of students will increase their drug resistance skills, demonstrate personal self-management skills, develop effective problem solving skills and demonstrate an increase in knowledge of the harmful effects of ATOD use and abuse. These combined skills will increase students' level of competency by building self-efficacy. Students will demonstrate increased pro-social behavior in the school setting, thereby reducing the occurrence of suspensions, expulsions and truancy.
<b>Measurement:</b>	<i>Norwood City Schools:</i> <ul style="list-style-type: none"><li>• Student self report utilizing the <i>Drug Awareness Quiz</i></li><li>• SASSI/MAPP screening data assessing Probability of Use/Dependency</li><li>• Court records</li><li>• Urine screens</li></ul> <i>Mt. Healthy Schools:</i> <ul style="list-style-type: none"><li>• Pre/Post Data utilizing the <i>Life Skills Survey</i></li></ul>

**Results  
(reported results from  
school year 2007-2008):**

*Norwood City Schools:*

Drug Awareness survey results (Increased knowledge of the harmful effects of ATOD use and abuse)

- No change in Score – 4.5%
- Increase in Score – 94.9%

Mean Score from Pre-Totals to Post-Totals

- Pre – 13.1    Post – 17.1

*Mt. Healthy Schools:*

LifeSkills survey changes in students' scores from pre to post test: (increase in drug resistance skills, personal self-management, problem solving, and self-efficacy)

Type of Change (pre to post) and # Of students (percent)

- No Change in Score – 6.1%
- Increased in Score – 57.1%

Mean Score from Pre-Totals to Post –Totals

- Pre – 20.9                      Post – 21.9

LifeSkills survey questions showing the greatest improvement from pre-post (related to FCFC goals):

5. What is the three step method for making better decisions:

Pre – 15.5%      Post – 48.7%

8. I have improved my self-image by setting and achieving goals:

Pre – 53.5%      Post – 59.3%

12. I will not smoke even if my friends smoke:

Pre – 49.1%      Post – 54.9%

**Successes & Challenges:** *Norwood City Schools:*

The most outstanding success included a 14-year old female student who was suspended due to a highly publicized school fight and was referred for a substance abuse screening. At the time of the screening, the student was failing all her classes, had alienated several staff members, and was either frequently tardy or absent from school. She was provided with educational sessions, provided emotional support and was able to pass all but one class. Her attendance and attitude dramatically improved and will be entering the 9th grade next school year. (Anecdotal detail attachment #1)

Several students were able to return to school and have their suspension time modified and reduced. Two students were seen during their expulsion period and returned to school to continue the school year.

Two students were seen due to substance abuse in their families. They were provided with educational sessions and were able to separate the 'disease from the person'. In both cases, teachers reported significantly less behavioral issues. One of these students made it on to the honor roll by years end.

Another success this year was actively connecting with several teachers on an individual basis. This provided an effective collaboration and kept the teachers 'in the loop' with the services provided. A staff member commented 'I consider you a Norwood

staff member, part of the team, not just a Talbert House employee who comes in every now and then’.

Most popular and requested service remained the PowerPoint multimedia presentation “Drugs and the Brain” which was enhanced with multimedia video and focus on prescription drug abuse. This was presented solely in health classes to coincide with the curriculum around alcohol and drugs.

Continued success with the administration of a Twenty-Question Substance Abuse Quiz given to the students with a prize going to the student with the best score.

Students were connected with male and female members of ‘Young People’s of Alcoholics Anonymous’. These members visited students at the school at the student’s request.

*Mt. Healthy Schools:*

The biggest success of the Life Skills program was the enthusiasm that the sixth graders had when they received the second year of the program. Every week they were ready for their lesson, prepared with questions and eager to participate. Ms. Rosenbeck’s 6th graders at Frost always thought carefully about what they had learned and shared experiences they had. If they were given websites or other resources for additional information, they used those resources and asked for even more information.

*Norwood City Schools:*

Not providing prevention classes to the elementary schools. With the exception of the yearly 6th to 7th grade summer transition camp, I believe this is an area that was missed.

The most difficult challenge was a mid-year change in social workers which initially effected referrals due to the social workers unfamiliarity with the protocol.

Again, health teachers requested that Substance Abuse Education classes be provided earlier in the school year.

Several teachers requested support groups for students who come from substance abusing families.

*Mt. Healthy Schools:*

The challenge for the worker is the concern that the students could use another year of the program when they move to the middle school. Life Skills is only offered at the elementary level and as students move on to middle school, the challenge to stay drug, alcohol and tobacco free becomes more difficult.

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**Service:**

School-Based Mental Health Services

**School:**

Aiken, Norwood, Schwab, Midway, Quebec Heights, Rothenberg

<b>Outcome:</b>	<p>1) To increase access to mental health services for students, (in grades K -12) referred for behavioral/mental health challenges.</p> <ul style="list-style-type: none"> <li>• Total Number of Referrals received from FCFC</li> <li>• Total number of needs/risk assessments conducted</li> <li>• Total Number of children receiving direct services (FCFC referred)</li> <li>• Total Number of Students receiving crisis intervention services</li> </ul> <p>2) To increase awareness, improve knowledge and build skills among students, participating in grades K through 12, as reported through pre/post tests in the following competencies:</p> <ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Social Skills/Bullying</li> <li>• Conflict Resolution</li> <li>• Self-Esteem</li> </ul> <p>3) To improve behavioral/mental health functioning in students (in grades K - 12) through</p> <ul style="list-style-type: none"> <li>• Brief individual counseling (assessed by post-tests)</li> <li>• Consultation with parents and families (tracking system)</li> <li>• Consultation with school staff (tracking system)</li> </ul> <p>4) To increase social/emotional functioning on the Ohio Youth Scales (per youth, parent or caseworker report) through mental health services and referrals among students (grades K through 12)</p> <ul style="list-style-type: none"> <li>• Positive trends will be noted on at least two of the Ohio Youth Scales</li> </ul>
<b>FCFC Priority:</b>	Reduce number of students truant or suspended. To reduce the number of dropouts. To reduce the number of children who are abused or neglected. To increase school connectedness
<b>Total Served:</b>	At least 6 referrals per month each of the 10 months at 8 schools = 480 referrals.
<b>Outcome Target:</b>	<p>1) Will effectively manage all referrals (for direct service or community resources); will report number of children referred for services, receiving direct services, referred for outside services and crisis intervention.</p> <p>2) 80% of participants in prevention groups will show an increase in awareness, knowledge and competency in the four prevention areas: Anger Management, Social Skills/Bullying, Conflict Resolution, and Self-Esteem</p> <p>3) Delivery of services will be tracked and reported and effectiveness of services will be measured via post tests and surveys.</p> <p>4) 75% of students receiving mental health services will demonstrate an increase in social/emotional functioning on the Ohio Youth Scales (problem severity or behavioral functioning scales)</p>
<b>Measurement:</b>	Data collection and analysis using post test results, Ohio Scales aggregate data, student academic and discipline information

provided by school districts, and reports of improved behavioral/mental health functioning.

**Results  
(reported results from  
school year 2007-2008):**

*Referrals*

- 232 students referred for service
- 110 students referred to Talbert House/ Project Pass for treatment
- 23 students referred for crisis intervention
- 99 students referred for outside services
  - I. 38 students received direct services to other providers
  - II. 51 students received prevention services to other providers

*Groups*

A total of 46 students participated in at least one of more than 4 groups (Social Skills, Stress Management, Self-Esteem, and other groups) offered at the eight targeted sites during the 2007-2008 academic year. Psycho educational Groups were completed at FCFC sites as follows:

- 71.7% of participants reported that they learned “a lot” or a “whole lot” in the psycho-educational group. (N=46)
- 100% of participants identified at least one skills/competency that they acquired through the group; 100% identified at least two competencies that were attained; 91.1% reported achieving at least three competencies. (N=45)

*Individual Services*

- 319 students were tracked through case notes entered into an electronic database

*Ohio Youth Scales*

The data below are summarized for all students receiving Talbert House/ Project Pass services, including FCFC referred cases. Data are reported on the number of students, parents, and workers with both pre and post data (and at least one of the assessments being completed after 2007). Number of Ohio Scales completed = 856.

- Ohio Scales – Youth reports revealed an increase of functioning on all four scales: Functioning\*, Satisfaction, Problem Severity and Hopefulness.
- Ohio Scales – Data on parents with both 2006-2007 and 2007-2008 data are compared as follows: decrease in Problem Severity in 2007-08 (lower than 2006-07 mean); increase in Functioning in 2007-08 (slightly higher than 2006-07 mean); decrease in Hopefulness in 2007-08 (lower than 2006-07 mean); increase in satisfaction (higher than 2006-07 mean)
- Ohio Scales – Worker reports revealed an increase of functioning on all three scales: Functioning\*, Problem Severity and Roles.

\*statistically significant difference;  $p < .05$



## **The Children's Home of Cincinnati**

<b>Agency:</b>	The Children's Home Of Cincinnati
<b>Service:</b>	Mental Health Assessment
<b>School:</b>	Aiken H.S.
<b>Outcome:</b>	Students receiving service will successfully complete a mental health assessment and, when indicated, receive a referral for further, on-going services based on the assessment.
<b>FCFC Priority:</b>	Decrease number of suspensions, exclusions and trancies; increase school connectedness
<b>Total Number Served:</b>	Services are available to all students in the school and it is projected that with no delay in initiation of services, the total number of students served will be greater than last year (132).
<b>Outcome Target:</b>	65% of students completing a mental health assessment will accept a referral for on-going services if indicated by the assessment.
<b>Measurement:</b>	Referrals will be monitored for compliance. In addition, for all students who complete a mental health assessment school records including teacher ratings, attendance and grades will be used to measure individual improvement.
<b>Results (reported results from school year 2007-2008):</b>	The therapist assigned to Aiken's FCF Program had to leave her employment at CHOC, and thus FCF, early in the school year and was unable to be replaced. As a result only minimal services equaling 36.90 hours were delivered and the original services/ goals set at the beginning of the school year were unable to be completed.

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<b>Service:</b>	This site was an add-on to the original contract and services were not identified at the outset. Mental Health Assessment and group services were the primary services developed.
<b>School:</b>	Midway
<b>Outcome:</b>	This site was an add-on to the original contract and no outcomes were identified. Services were provided as identified and requested by the FCF Coordinator.
<b>FCFC Priority:</b>	Decrease number of suspensions, exclusions and trancies; increase school connectedness

<b>Total Number Served:</b>	37 mental health assessments were completed and four on-going groups were developed and started serving an additional 20-28 students. 343.40 hours of service were provided over the course of the school year.
<b>Outcome Target:</b>	Based on similar services in similar FCF sites the following can be considered as an expected outcome: 70% of students engaging in the services provided by the ICs will show improvement in overall functioning and behavior.
<b>Measurement:</b>	Measurements were not determined but informal measures and feedback were noted.
<b>Results (reported results from school year 2007-2008):</b>	The feedback received from the FCF Coordinator, the staff, parents and students was extremely positive both for the provider and the services she delivered. Consensus was that every student touched by the services provided through the FCF therapist benefited from the experience.

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<b>Service:</b>	Intervention Coordinator/Case Management including mental health assessment, crisis intervention, prevention, referral services, group services.
<b>School:</b>	Mt. Healthy
<b>Outcome:</b>	Students receiving service will show improvement in managing the identified problem for which they were referred; improvement will be noted in overall functioning and reduction of problematic behavior.
<b>FCFC Priority:</b>	Decrease number of suspensions, exclusions and trancies; increase school connectedness
<b>Total Number Served:</b>	If full funding is realized it is anticipated that numbers will resemble last year's numbers (+ or – 300). If services are confined to mental health assessments alone then the numbers will be significantly fewer, reflecting 25-30 hours as opposed to 48 hours of available time to complete the assessments and the related paperwork and administrative functions.
<b>Outcome Target:</b>	70% of students engaging in the services provided by the ICs will show improvement in overall functioning and behavior.
<b>Measurement:</b>	When appropriate, given the student's age and service provided, the Ohio Scales will be used to measure improvement in overall functioning and reduction in problematic behaviors. Other assessments including teacher ratings, attendance records, and office referrals/disciplinary actions will also be utilized.

**Results  
(reported results from  
school year 2007-2008):**

The final contract was for 25 hrs/wk divided evenly between the two elementary schools. 268 students received direct services from the two ICs during the 07-08 school year. Services included mental health assessments, groups, crisis intervention, referral services, prevention and case management. Ratings indicate that all students referred showed some signs of improvement in behavior. Depending on the measure, the age of the students, and the service delivered anywhere from 68% to 83% of the students exceeded the projected expectations. Those who did not do so tended to be referrals that did not end up being true mental health referrals and these children were experiencing behavioral problems in class as a result of the particular classroom dynamic. It was outside the scope of the ICs to intervene in this dynamic.

## Thomas Educational Consulting Services

<b>Agency:</b>	Thomas Educational Consulting Services
<b>Service:</b>	Human Sexuality Education Classes <ul style="list-style-type: none"><li>• Individual Education</li><li>• Small and Large Group Instruction</li><li>• Teacher Consultation / Training</li><li>• Parent Consultation / Training</li></ul>
<b>Outcome:</b>	Students will define / identify the following: <ul style="list-style-type: none"><li>• sexual identity (including naming body parts / puberty)</li><li>• sexual activity vs. abstinence</li><li>• that communication can come in many forms</li><li>• distinguish relationships</li></ul>
<b>FCFC Priority:</b>	Decrease suspensions / expulsions. Decrease numbers of abused and neglected children. Increase school connectedness.
<b>Total Number Served:</b>	6
<b>Outcome Target:</b>	Sexuality education: Of the six (6) students receiving sexuality education, it would be expected that 85% of the students would complete the program and that the students would increase their rate of answering questions correctly by 75%.
<b>Measurement:</b>	<i>Sexuality Education</i> : Rating Evaluation used G= Good (able to be specific with accurate information) F= Fair (base of information; no in-depth information) P= Poor (little to no information OR misinformation) Students pre and post test will be the measurement tool utilized.
<b>Results (reported results from school year 2007-2008):</b>	Information was evaluated both objectively and subjectively. Some students remained the same from the pre-test to the post-test; others moved up one rating in specific areas (from poor to fair or fair to good); others moved up two ratings (from poor to good). [3 students were given the pre-test at the beginning of the year but only 2 were still at school and participating at the end of the year so these results are from 2 students.]  <i>Recognition of Sexual Abuse</i> (including 4 areas: private body parts; kinds of touching; sex crimes and sexual assault; abusers and victims) 2 areas went up one rating 6 areas went up two ratings  <i>Self Protection strategies</i> (including 3 areas: Self-Assertion; Self-Defense / Privacy; Safety) 2 areas went up 1 rating 4 areas went up 2 ratings

*Reporting and Coping with Sexual Assault* (including 4 areas: Sexual Assault; Medical exam; Going to Court; Feeling better)  
1 area remained the same  
1 area went up 1 rating  
6 areas went up 2 ratings

*Human Growth and Development* (including 3 areas: Anatomy; Stages of development; Changes in Adolescence)  
2 areas went up 1 rating  
4 areas went up two ratings.

*Sexual Behavior and Feelings* (including 8 areas: Sexual Expression; Fertilization and Birth, Pregnancy, etc.)  
2 areas remained the same  
8 areas went up one rating  
6 areas went up two ratings

*Reproductive Health* (including 4 areas: Menstruation; Physical Exams; Preventing STI's / AIDS; Symptoms and treatments)  
4 areas remained the same  
3 went up one rating  
1 went up two ratings

*Relationships* (including 4 areas: Friendship and Romance; Dating; Engagement; Marriage)  
1 area remained the same  
5 areas went up one rating  
2 areas went up two ratings

## Time II Advocate for Children and Families

<b>Agency:</b>	Time II Advocate for Children and Families
<b>Service:</b>	Anger Management
<b>School:</b>	Midway
<b>Outcome:</b>	Social Skills groups are designed to help students with limited social skills develop the ability to interact with their peers and teachers in a positive manner.
<b>FCFC Priority:</b>	To decrease suspensions and exclusions
<b>Total Number Served:</b>	75
<b>Outcome Target:</b>	For every 10 students that will participate in anger management groups, at least 6 will be expected to resolve their issue(s) without needing any intervention from a principal.
<b>Measurement:</b>	Teachers will make less referral to the office for the same issues, once they resolved their conflict in peer mediation court.
<b>Results (reported results from school year 2007-2008):</b>	<p>75 students participated in anger management services throughout the school year, 50 of the students on weekly or bi-weekly basis. Out of those 50 consistent students only 7 of those students had reoccurring office visits and only two of those students finish the year on home instruction.</p> <p>See chart below for TCRS results.</p>

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<b>Service:</b>	Girl Power
<b>School:</b>	Schwab
<b>Outcome:</b>	Girl power groups allowed female students between 4 <sup>th</sup> and 8 <sup>th</sup> grade, the ability to learn new ways of interacting socially at school, in their communities as well as home. Groups were conducted with the entire classrooms and small groups of 8-10 students. Trained professional woman of color facilitated the groups.
<b>FCFC Priority:</b>	Increase social awareness that will encourage hope for a brighter future
<b>Total Number Served:</b>	60
<b>Outcome Target:</b>	For every 10 students that participated in Girl Power groups, 7 were expected to learn new strategies to interact socially in their communities, home and school.

**Measurement:** Showed that teachers had fewer classroom explosions. Students would try to workout some of their issues, and have more respect for each other as well as themselves.

**Results (reported results from school year 2007-2008):** Between 60-80 young ladies participated in girl power, 60 were consistence with attending and receive support and showed improvement in the areas of social development, character building, dating, healthy and unhealthy relationships. And most importantly, they learned how important it was to love their selves first. The group followed a 36 week social skills curriculum created by Time II Advocate for Children and Families.

See chart below for TCRS results.

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**Service:** Social Skills

**School:** Schwab

**Outcome:** Social Skills groups allowed students to learn new ways of interacting socially in the community, home and school. Groups were conducted with the entire classroom.

**FCFC Priority:** To decrease suspensions and exclusions

**Total Number Served:** 325

**Outcome Target:** For every 10 students that participated in social skills groups, 7 were expected to learn new strategies to interact socially in their communities, home and school.

**Measurement:** Showed that teachers had fewer classroom explosions. Students would try to workout some of their issues, and have more respect for each other.

**Results (reported results from school year 2007-2008):** 100% of all 4<sup>th</sup> through 8<sup>th</sup> grade received social skills groups in their classroom each week for 55 minutes. Unfortunately, only half of the 65% of the students benefited from the program. Grades 5 and 8 had the most difficulties. After evaluating this, we have determined the key reason for the decline in those two grades was due to the school closing. The 8<sup>th</sup> graders developed a "I don't care attitude", and the 5<sup>th</sup> graders were angry because they had waited five years to be the top dog on the intermediated side of the building. As a result of the school closing, the social behaviors did not improve to the level of expectancy.

See chart below for TCRS results.

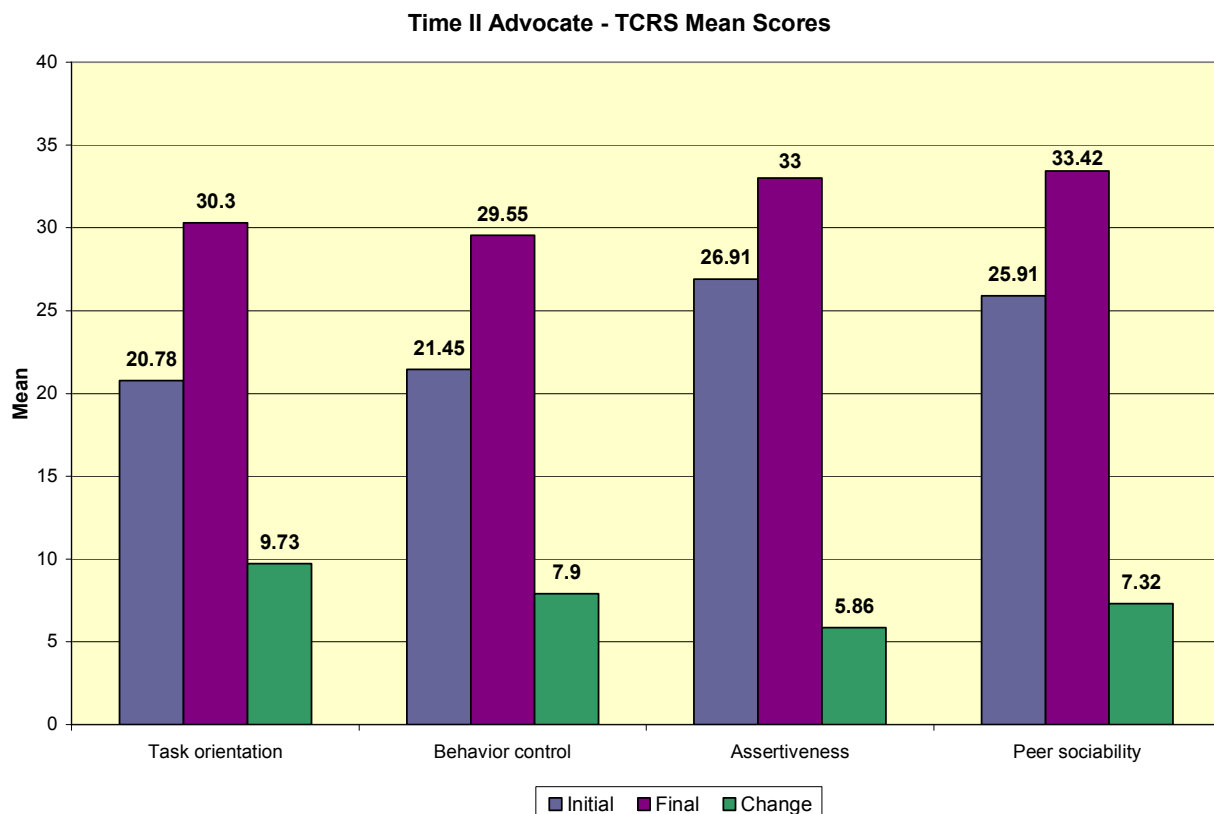
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**Service:** Social Skills

**School:** Midway

<b>Outcome:</b>	Social Skills groups are designed to help students with limited social skills develop the ability to interact with their peers and teachers in a positive manner.
<b>FCFC Priority:</b>	To decrease suspensions and exclusions
<b>Total Number Served:</b>	280
<b>Outcome Target:</b>	For every 10 students that will participate in Social Skills groups, at least 6 will be expected to resolve their issue(s) without needing any intervention from a principal.
<b>Measurement:</b>	Teachers will make less referral to the office for the same issues, once students develop new coping and social interaction skills.
<b>Results (reported results from school year 2007-2008):</b>	Throughout the school year roughly 225 – 300 students received social skills intervention services, either in large classroom groups or small personal groups. The larger classrooms worked on developing classroom management skills to increase their academic performance and overall connection with adult authority. The smaller groups focus more on their social behaviors. 75% of the group students were able to improve their ability to avoid conflict, avoid confrontation with their teachers. 65% were able to be promoted to their next grade without having to attend summer school.

See chart below for TCRS results.





# ***REFERENCES***



## **XII. References on Best Practices/ Other Resources for Creating Positive School/Community Partnerships**

### Citations for Best Practices (Includes References from the FCFC Biennial Plan, 2007)

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## ***Teacher-Child Rating Scale***

### **General Information**

The Teacher-Child Rating Scale consists of 32 items assessing different aspects of a child's socio-emotional adjustment. Items are grouped into four empirically derived scales assessing the following: 1) Task Orientation, 2) Behavior Control, 3) Assertiveness, and 4) Peer Social Skills.

**Number of Versions:** 1  
**Version:** Teacher-Child Rating Scale 2.1  
**Author(s):** A. Dirk Hightower, William C. Work, Emory L. Cowen, Bohdan S. Lotyczewski, Arline P. Spinell, John C. Guare, Cynthia A. Rohrbeck  
**Date of Publication:** 1986  
**Material(s) Needed for Test:** Instrument  
**Manual:** Available  
**Charge for one form or kit:** Yes

### **Purpose and Nature of Test**

**Construct(s) Measured:** Conduct problems  
**Population for which designed:** Grade Level: Preschool to Sixth Grade  
**Method of Administration:** Individual  
**Source of Information:** Teacher  
**Subtests and Scores:** Task Orientation, Behavior Control, Assertiveness, Peer Social Skills  
**Number of Items:** 32  
**Type of Scale:** Likert

### **Technical Evaluation**

#### **Norms:**

**Sample Size:** 1,379  
**Population:** 200 teachers rated K-6th graders  
**Culture/ethnicity:** African-American, Caucasian  
**SES Level:** Not reported by author(s).

#### **Reliability:**

**Psychometric information:** Provided for Subscales.  
**The range of Test-Retest Value:** 0.61 to 0.91  
**The range of Inter-rater reliability:** Not assessed  
**The range of Internal consistency:** 0.85 to 0.95

#### **Validity:**

Criterion validity data has not been presented or published in study.

### **Practical Evaluation**

**Scoring Procedure:** Manual and Computer Scoring  
**Examiner Qualifications and Training Required:** None  
**Permission Required to Use Instrument:** Yes  
**If yes, by whom:** Primary Mental Health Project, Inc.

### **Notes**

**Original Reference(s):** Hightower, A. D., Work, W. C., Cowen, E. L., Lotyczewski, B. S. Spinell, A. P., Guare, J. C., & Rohrbeck, C. A. (1986). The Teacher-Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review*, 15 (3), 393-409.

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**Other:** The charge for a kit, including one manual and one form, is \$40.00.

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Last updated by Violence Institute of New Jersey: February 2007

# ***APPENDIX***



## Principal Feedback Survey – Full Results

### *How is the Children First Program incorporated into your school's One-Plan/discipline plan?*

- Students are referred to the program to assist in solving chronic discipline problems.
- Children First provides positive behavior supports to students who are at risk. I meet weekly with staff to discuss at risk students and their needs. Students are referred for individual therapy or group support.
- The FCF Office works closely with our Integrated System Model (ISM) Team and with administrators in identifying and providing appropriate service for students in need of tier 2 and 3 interventions. FCF helps to organize groups and individual therapy as needed.
- Staff utilizes the program for educational services and uses the referral process for student intervention services. The CFP supports school wide programs.
- The Children First Program assists Quebec Heights' students throughout the school day. There are ongoing parent involvement trainings and programs (ADD/ADHD...Mardi Gras (Family Math Night). The program provides students with a variety of after school extra curricular activities such as Ballroom Dancing and Visual Art. During the school day there are classes for students such as Anger Management.

### *How Does the Children First Program add value to your school? Do you feel the Children First Program does a satisfactory job of coordinating all the community resources for your school?*

- FCF adds value to the school by providing a mental health specialist to work with students. FCF does an excellent job of coordinating resources for the school and for the families in the program.
- I'm thrilled with the job Children First does at Frost. Jo Ann Wheat does a great job coordinating community resources. The resources provided add real value to our program, a layer of support that was missing.
- Having the FCF office in our school is a tremendous asset. With the wide range of barriers that students bring with them to school, the coordinated school-based services that students and families have opportunity to receive enables classroom teachers to more effectively impact learning. Schools today are expected to provide "full-service" and the FCF program helps us do that. They provide more than we can actually use....I say that meaning that our coordinator is wealth of resources and has more ideas to improve the lives of our students than we can actually manage and measure.
- The CFP does an excellent job providing support services for Greener.
- The Children First Program has done an outstanding job of coordinating all the community resources for Quebec Heights. Each year, our school is involved in the Price Hill Back to School Fair. This event is led by the program coordinator and is always well attended. Families have an opportunity to learn about our school and various programs we have to offer. There is always someone there to cut students' hair in preparation for back to school and to offer school supplies. There was a flag raising ceremony and a Cool Schools Segment this past school year that Children First played a key role in. Last spring, the Children First program took the lead in having a playground built for the children not only of Quebec Heights, but all of the Price Hill community.

### *How does the Children First Program support your school's learning and achievement outcomes?*

- By working with students, those students are able to work out their personal problems, which in turn helps the student achieve in the classroom.
- When students' emotional needs are met they are more able to concentrate and achieve in the classroom. We've seen improvements in achievement ever since we began working with the program.
- The programs offered help break the barriers to education that many students have. Many families do not have the resources within themselves to seek services on their own. FCF staff works directly with administrators and school staff to set those families up with what is needed in

an effort to eliminate the barricade to learning in the classroom. This is anecdotal from my own experience—I don't have hard data to back me up, I know that the connections that are made—the relationships that are created make lives better.

- They support school readiness skills. The CFP also works within the educational structure to promote high student achievement.
- Mr. Myers, the program coordinator, is a member of the Instructional Leadership Team. He is also a member of the Local School Decision Making Committee. Mrs. Waters, our parent coordinator, is a member of the Local School Decision Making Committee.

***How does the Children First Program support the social and emotional healthy development of your students, families, community?***

- By providing much needed mental health services.
- Children First provides therapy and group support, as well as 1:1 counseling, in-class lessons, and positive social activities for our students.
- The FCF office sponsored our PRIDE celebrations this year created to honor those who continually demonstrate and radiate our building-wide expectations. Students loved the events, parent did too. We provided breakfast and prizes for students and families. FCF also coordinated the school-based therapy services for students and families. Together we also were able to complete a 7<sup>th</sup> grade survey of developmental assets in an effort to gather data so we might know where to target resources for the upcoming year. FCF also partnered with me and our district nurse to obtain a grant sponsored by the Greater Cincinnati Health Foundation and Miami University to search for evidence-based practices to eliminate the bullying issue prevalent in our school.
- Support groups, outside agency programs and therapy give us excellent services.
- Each year, we have a Nutrition Fair. The fair is coordinated and executed by the Children First staff. Mr. Myers budgets for a school therapist each year. This program supports the social and emotional development of our students.

***How does the Children First Program impact your school's climate/culture?***

- It allows for students and families to have immediate access to a mental health professional.
- Children First has made a positive impact on our school's climate, helping diffuse emotional situations for students and families, teaching students alternate ways to handle problems, and helping students obtain the services in the community that they need.
- The FCF coordinator met with service providers before they came into the building to prep them on the behavior expectations for our school. Those expectations apply to students and all adults--teachers, staff, volunteers, parents etc. She taught them our expectations which allowed them to speak the same language in their work with kids. This coordination helped make the understanding and buy in with families stronger. FCF also worked with us to promote the "good things" going on in our building through assistance in marketing our PRIDE program.
- The CFP coordinates well with our "Safe and Civil Schools" program.
- The Children First Program supports the school wide Positive School Culture initiative by developing incentive programs for the students.

***What improvements or changes would you like to see in the Children First Program for next year?***

- I wish the program could support some of our after school activities. I know this is a money issue.
- In a time when budget cuts are so wide spread, I know that asking for more mental health service is difficult, but that is a growing area of need.
- Support in our after school program at least one day a week with educational programs.
- The only suggestion I would make is to let you know how critical it is that this program continue to the children of Quebec Heights Elementary School.



## Complete List of Comments from Teacher Survey

<i>What do you think would increase the effectiveness of the FCF Plan? Any optional comments you would like to make about the Children First program at your school?</i>
• Come in and give a classroom presentation about different coping skills
• Help coordinate PD for staff in dealing with our children. Continue to work with staff students and parents in helping us create a great caring atmosphere at Aiken
• I am very pleased with the Family and Children First program. It has helped many of my students, which I am grateful for.
• I feel that this is a wonderful program. As they say, "If its not broke don't fix it."
• Some students use the office as a "haven" when they do not want to be in class. Increase effectiveness by having nurses attend classes, introduce themselves and tell about their programs
• Training for teachers on classroom management
• We are always at a max of student referrals vs. counselors/therapists available to assist them. More money and more counselors/therapists
• We could use more of the Children and family First personnel here at our school
• The FCF Plan has been wonderful. We are blessed to have it at Allison
• Ask parents to come be a part of some type of support group. give it some type of catchy acronym-example:5P parents Peer Parents promoting Positive Perceptions w/ activities that educate the parents and support school programs such as mentoring, HOST, Peer Mediation, school committees, FCF services/activities, etc.
• More small groups-especially for social skills and anger management. More focus on young students.
• More time and people. My students really like spending the time with Paula. They know she cares and is trying to help. I feel Paula is a very valuable asset!! Too bad there couldn't be two of her. I have really felt supported by Paula this year. She is an awesome woman!
• The program has had very positive effects on the students. It is essential to have mental health professionals in the school.
• First, JoAnn and Jennifer are involved, energetic, and really care about children and their families. They also work very well with teachers and staff. I am grateful for Family and Children First as our children need as much support as we can provide.
• Having information to parents be readily available-send out to parents so they are aware of the services and whether or not they would qualify or have this info available to staff at school so they can better identify students that my benefit from the services.
• I feel the small groups are very helpful.
• If it were possible, it would be nice if children in need of counseling could receive services even if their parents refuse to sign on.
• Thank you for all of your hard work. Ballroom dancing was great.
• More quarterly/ monthly activities-posters about how to positively deal with conflict, skits with message afterwards that encourage involvement in peer mediation etc. (similar to your posters about dealing with bullies) that were posted around the school.
• Those students that are in counseling need to be specifically communicated with all their teachers. Updates on progress should be communicated. Occasional meetings with teachers would be good.
• Have special days (i.e. Grandparents Day)
• More activities to get the parents involved with the academic content so they can see all of the standards their children must master at each grade level along with all the fun things too.
• More counselors; one is simply not enough. Quebec Heights has many students and parents who could be served if there were more FCF staff.

<ul style="list-style-type: none"> <li>• Implement a new focus on students encouraging decrease in tardiness and absences. Maybe classroom contests or grand prize winners for Perfect Attendance/Citizens Awards/Honor Roll, etc. Special luncheon with principal. Recognition Awards ceremonies throughout the school year. Display photos</li> </ul>
<ul style="list-style-type: none"> <li>• I think more ideas should be put into place from the youth</li> </ul>
<ul style="list-style-type: none"> <li>• There should be more information on what family 1st can do/does. Emails about field trips to all staff members. Updates, any information would be good</li> </ul>
<ul style="list-style-type: none"> <li>• By really training the teacher about showing love, understanding, caring, patience with students and parents. Because each child is different they need to learn that more.</li> </ul>
<ul style="list-style-type: none"> <li>• I think the program works effectively at this school. This is the last year for this school and I don't have comments about what would make this a more effective school program at this point. I think though, the therapist should have more time in the building he/she is assigned to. This school had two days and many more were needed because of the issues the students were dealing with throughout the year.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to see more programs geared toward the primary students. If we are able to delve into some of the more complex areas of misbehavior at the younger ages, then maybe we can decrease some of the instances we are seeing as the children become pre-teens and teens.</li> </ul>
<ul style="list-style-type: none"> <li>• More children should be identified earlier in the school year.</li> </ul>

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This report was compiled by **INNOVATIONS** in Community Research and Evaluation of Cincinnati Children's Hospital Medical Center using data submitted by Hamilton County Family and Children First Council. Any questions regarding this reported may be directed to [Patty.Eber@hamilton-co.org](mailto:Patty.Eber@hamilton-co.org).



## HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL *Children First Program*

### *Program Summary and Highlights 2007-2008*

#### **Brief Program Description**

The Hamilton County Family and Children First Council (FCFC) promotes collaboration and coordination of services among its more than 70 agency members with whom it contracts to deliver services. The Council currently funds and sponsors prevention, intervention and education programs, including the Children First Program (CFP), and is responsible for ensuring that providers meet local, state and federal requirements. Providers are selected on the basis of their ability to provide cost-effective quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes and their ability to be creative and responsive in designing services. CFP support "full service" schools that promote school achievement, positive youth development and family involvement. Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. All services and providers are overseen and coordinated by a full-time FCFC Coordinator who is housed at each school site. Programs are aimed at addressing one or more of the following CFP Priorities:

- **Priority 1**: To decrease rates of truancy, suspension, and expulsion.
- **Priority 2**: To decrease rates of drop out.
- **Priority 3**: To decrease rates of abuse and neglect.
- **Priority 4**: To increase school connectedness.

#### **Participating Agencies**

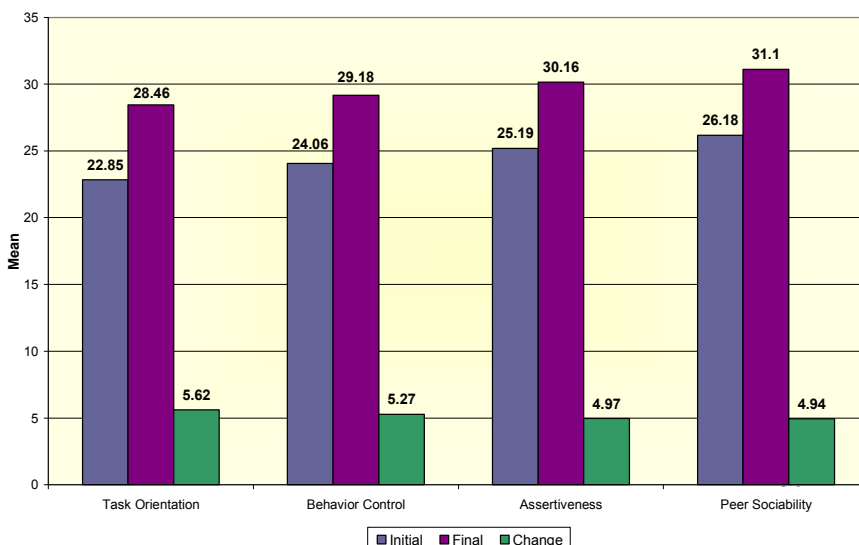
- |                                  |                                 |
|----------------------------------|---------------------------------|
| - Ballroom Dancing by Bud Waters | - Positive Approach             |
| - Cancer Family Care             | - PregnancyCare of Cincinnati   |
| - Center for Peace Education     | - Sarah Center                  |
| - Family Services                | - Sparked                       |
| - Hamilton Co. Edu Service Ctr.  | - SUMA                          |
| - Jewish Family Services         | - Talbert House                 |
| - Live It Like You Mean It       | - The Children's Home of Cinti. |
| - Maureen Donnelly               | - Time II Advocate              |
| - New Image                      | - Thomas Edu. Consulting Svcs.  |

#### **Teacher-Child Rating Scale Results**

Child behavior ratings were assessed using teacher-completed Teacher-Child Rating Survey pre and post tests which were completed on over 370 students receiving Children First Program services across 8 of the 10 schools. The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning.

The TCRS was administered in CFP schools and is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. These trends are notable given that results from all scales were found to be statistically significant (significant positive changes at  $p < .001$  across all schools).

Mean TCRS Scores Across All Schools



#### **Teacher Survey Results**

174 teachers and staff completed surveys on the CFP in their school on elements such as:

- Performance of the Coordinator
- Coordination of services
- Program Activities
- Impact of Students
- Impact on School
- Impact on Community
- Impact on Teachers
- Recommendation of CFP Program to other schools
- Teacher Comments and Recommendations for Program Improvement

Overall, feedback was extremely positive:

- 81.2% teachers/staff either Somewhat or Very Satisfied with FCFC in their school.
- 96.2% would recommend CFP to other schools.

#### **Summary and Conclusion**

Each agency submitted program proposals prior to the 2007-2008 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. Final reports included actual outcomes and the number of students served. Providers also measured their own set of program outcomes related to their program foci and goals.

At the end of the year, agencies submit a report that includes the information provided in the proposal as well as actual outcomes and the number of students served. A requirement for funding is that Children First Programs implement at least one program model or best practice in their work with children and families.

Hamilton County Family and Children First Council, the Children First Program, and its agency partners are advancing child and adolescent positive development by coordinating programs and services aimed at improving behavioral outcomes, decreasing the abuse and neglect, increasing school connection and bonding and reducing drop out rates. Priorities for 2008-2009 include increasing parent engagement, improving resource alignment with the needs of students and parents, and coordinating with districts to better understand student risk and resiliency factors over time. Expanding program foci in needed areas and continued funding are essential to optimizing students' positive academic and social-emotional development through FCFC programs.